DOCUMENT RESUME

ED 130 718 95 JC 760 599

AUTHOR	Taylor, Lee Roger, Jr.
TITLE	English Grammar Made Difficult! Volume 2.
INSTITUTION	Beaufort County Technical Inst., Washington, N.C.; North Carolina State Dept. of Community Colleges, Raleigh.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
NOTE	202p.; For Volume 1, see JC 760 598
EDRS PRICE	MF-$0.83 HC-$11.37 Plus Postage.
DESCRIPTORS	Autoinstructional Aids; Community Colleges; *English Instruction; *Grammar; *Junior Colleges; Learning Modules; Programed Instruction; *Programed Texts; *Programed Units; Remedial Courses

ABSTRACT

This volume contains the final 15 of 28 individualized programmed units on basic English grammar, intended for use in developmental or guided studies for students with deficiences in English. The units may be used separately or in sequence as a comprehensive course. The approach taken is neither wholly traditional (prescriptive) or transformational (proscriptive), but is a structural and functional examination in a sarcastic and humorous vein of the language we speak and write. In general, rules are ignored, and functional descriptions are emphasized only after their use has been observed. In each unit, the unit objective is specified, terms are defined, and exercises intended to facilitate student learning are included. The units in this programmed text cover: (14) the predicate nominative; (15) the predicate adjective; (16) the predicate; (17) the sentence I; (18) clauses and phrases I; (19) clauses and phrases II; (20) sentences II; (21) sentences III; (22) sentences IV; (23) sentence intonation and punctuation I; (24) sentence intonation and punctuation II; (25) the infinitive; (26) the participle and the gerund; (27) sentence expansion describer patterns; and (28) word order. For each unit, relevant references are listed. A student self-test is included at the end of each unit, followed by an answer key. (Author/JDS)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED130718

VOLUME 2

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ENGLISH GRAMMAR MADE DIFFICULT!

Lee Roger Taylor, Jr.
Special Services Project
Beaufort County Technical Institute

Published by:
Program Development Division
Department of Community Colleges
Raleigh, North Carolina

JC 760 599

CONTENTS

Unit		Color
14	PREDICATE NOMINATIVE	Ivory
15	THE PREDICATE ADJECTIVE	Green
16	THE PREDICATE	Buff
17	THE SENTENCE I	Goldenrod
18	CLAUSES AND PHRASES I	Canary
19	CLAUSES AND PHRASES II	Gray
20	SENTENCES II	Pink
21	SENTENCES III	Ivory
22	SENTENCES IV	Green
23	SENTENCE INTONATION AND PUNCTUATION I	Buff
24	SENTENCE INTONATION AND PUNCTUATION II	Goldenrod
25	THE INFINITIVE	Canary
26	THE PARTICIPLE AND GERUND THE THINGS THAT END IN - "ING"	Gray
27	SENTENCE EXPANSION DESCRIBER PATTERNS	Pink
28	WORD ORDER	Ivory

THE ACTIVITY WHICH IS THE SUBJECT OF THIS REPORT WAS SUPPORTED IN WHOLE OR IN PART BY THE U.S. OFFICE OF EDUCATION DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE. HOWEVER, THE OPINIONS EXPRESSED HEREIN DO NOT NECESSARILY REFLECT THE POSITION OR POLICY OF THE U.S. OFFICE OF EDUCATION, AND NO OFFICAL ENDORSEMENT BY THE U.S. OFFICE OF EDUCATION SHOULD BE INFERRED.

GUIDED STUDIES

ENGLISH

UNIT 14

PREDICATE NOMINATIVE

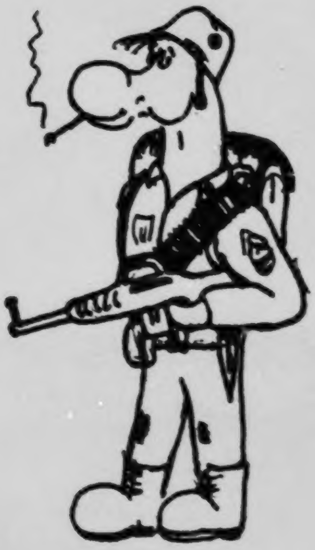
Developed by the
Department of Special Services
Beaufort County Technical Institute

Unit 14: Predicate Nominative

Objective: When the student has completed this unit, he will identify the predicate nominatives in a group of sentences.

Definition: A predicate nominative is a noun which renames the subject and completes the meaning of a sentence.

The predicate nominative receives its name from the fact that it renames the subject and follows the verb. Some books will call it a subject complement. Complement here has the meaning of being part of a group of many parts.



He wore a full complement of army gear.

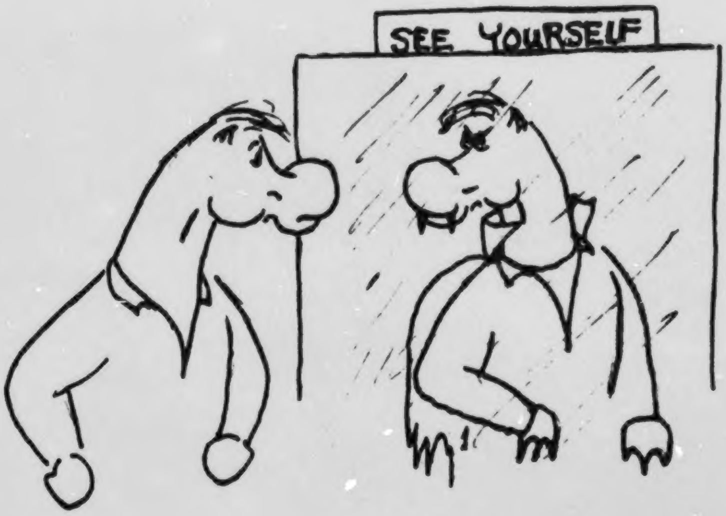
In our example, each piece of equipment that our figure is wearing is a part of all the battle gear. One piece complements the remainder.

But as you can see, to call it simply a complement implies a whole group of objects--not one part specifically. So it is too general. To call it a predicate nominative smothers it under a technical name.

Let's call it a Subject Renamer instead.

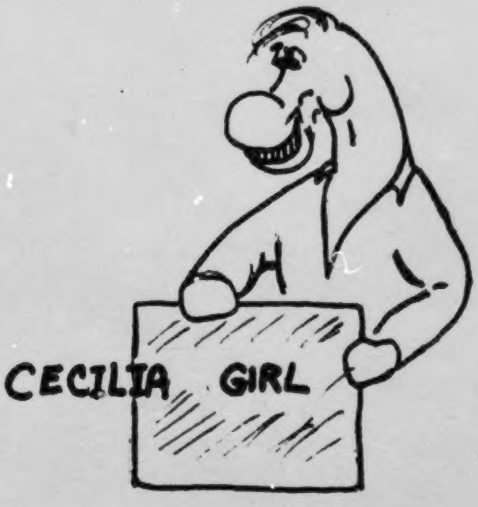
Now that we have argued over what to call it, let's see what it is!

The subject renamer is like a distorted mirror that you see at the carnival.



The subject renamer does not repeat the subject exactly as a mirror would, but, instead, provides a new name for the subject.

Cecilia is a girl.



This sentence provides a complete thought. "Cecilia" is the name of a person--this we would understand if we said nothing else but

But "girl" renames "Cecilia." In a sense, the subject renamer DESCRIBES "Cecilia"--but notice that "girl" is a NOUN. Therefore, technically the noun "girl" cannot describe anything.

Since it is a NOUN, it can NAME something because that is the function and definition of a noun. Therefore, our use of "girl" in the example above is used to RE-NAME something.

But what?

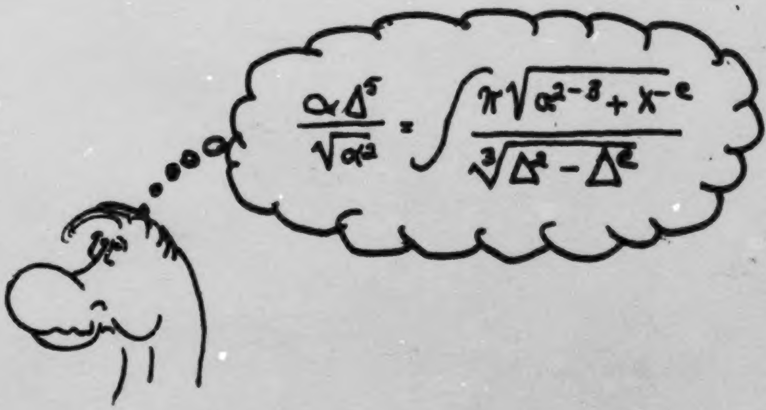
Can a noun rename a verb? Absolutely not! Why? Can you say why it cannot rename a verb.

Think a minute. A noun is the name of something. What relationship does that have to a verb? None.

So what have we got left?

The noun.

Let's use a little math to make this relationship a bit clearer.


$\frac{\alpha\Delta^5}{\sqrt{\alpha^2}} = \int \frac{\pi\sqrt{\alpha^{2-3} + x^{-e}}}{\sqrt[3]{\Delta^2 - \Delta^2}}$

The equal sign (=) can effectively replace the verb "is" and can be used in the same way as in the expression

$$2 + 2 = 4$$

Both sides of the expression are equal to one another--both sides are the same. One side is simply expressed in a different way.

Let's look at our example again.

Cecilia is a girl.

Cecilia = a girl.

Make sense?

Here is a list of a few things which are peculiar to the subject renamer.

1. A subject renamer is always a noun.
2. A subject renamer usually follows some form of the verb "to be" (is, are, was, will be, been).
3. A subject renamer completes the thought of a sentence.

Check the Reference texts for more examples.

References:

Instant English Handbook, p. 96.

The New Building Better English (9), pp. 291-92.

The New Building Better English (11), p. 323.

Unit 14: Predicate Nominative

Test 1

Write answers on the
appropriate answer sheet.

In each of the following sentences write the subject renamer. If a sentence does not have a subject renamer write an "O."

1. Harry's girlfriend is Harriet.
2. Cecilia thinks that she is Harry's girlfriend.
3. Harriet and Cecilia are good friends.
4. They were never out on a double date together.
5. Harriet thinks Cecilia is just a child.
6. Cecilia is childish at times.
7. Cecilia now knows that Harriet and Harry are lovers.
8. Cecilia is very unhappy and angry.
9. Harriet will be Mrs. Harry.
10. Cecilia will be a bride murderer.

Unit 14: Predicate Nominative

Test 1

Answer Sheet

1. ______________________

2. ______________________

3. ______________________

4. ______________________

5. ______________________

6. ______________________

7. ______________________

8. ______________________

9. ______________________

10. ______________________

Unit 14: Predicative Nominative

Test 1

Answers

1. Harriet
2. girlfriend
3. friends
4. 0
5. child
6. 0
7. lovers
8. 0
9. Mrs. Harry
10. murderer

Unit 14: Predicate Nominative

Test 2

Write answers on the
appropriate answer sheet.

In each of the following sentences identify the subject which is renamed by the subject renamer. If a sentence does not have a subject renamer, write an "0."

1. Harry's girlfriend is Harriet.
2. Cecilia thinks that she is Harry's girlfriend.
3. Harriet and Cecilia are good friends.
4. They were never out on a double date together.
5. Harriet thinks Cecilia is just a child.
6. Cecilia is childish at times.
7. Cecilia now knows that Harry and Harriet are lovers.
8. Cecilia is very unhappy and angry.
9. Harriet is going to be Mrs. Harry.
10. Cecilia will be a bride murderer.

Unit 14: Predicate Nominative

Test 2

Answer Sheet

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________
9. ______________________________
10. ______________________________

Unit 14: Predicate Nominative

Test 2

Answers

1. girlfriend
2. she
3. Harriet and Cecilia
4. 0
5. Cecilia
6. 0
7. Harry and Harriet
8. 0
9. Harriet
10. Cecilia

GUIDED STUDIES

ENGLISH

UNIT 15

THE PREDICATE ADJECTIVE

Developed by the
Department of Special Services
Beaufort County Technical Institute

Unit 15: The Predicate Adjective

Objective: When the student has completed this unit, he will identify the predicate adjectives in a group of sentences.

Definition: A predicate adjective describes the subject and completes the meaning of the verb.

This unit is very similar to the last unit on the Subject Renamer (or Predicate Nominative). Since the term Predicate Adjective confuses the use of that part of grammar, let's rename it. Let's call it the

Subject Describer

Like the Subject Renamer, the Subject Describer always follows some form of the verb "to be" (is, are, was, were, will be, etc.). But where the subject renamer RENAMED the subject, the subject describer must ________________________the subject.

In order to describe the subject, the subject describer can only be ONE particular part of speech. That part of speech must be an ______________________. I hope you said adjective. No adjective substitute will work.

Let's look at an example--a sentence that was in the tests of Unit 14:

Cecilia is childish.

"Childish" is an adjective which describes "Cecilia." In effect, this sentence could have been written as

Childish Cecilia

The only problem is that "Childish Cecilia" is NOT a sentence! Therefore, it is unacceptable as it is unless we turn it into a sentence as

Childish Cecilia was bad.

But what do we have here? We have another subject describer because "bad" is an ____________________. Since it is an adjective we can rewrite it to

Bad, childish Cecilia

But we still do not have a sentence. This can go on endlessly. So to end it all, we can use another verb.

Bad, childish Cecilia walked home.

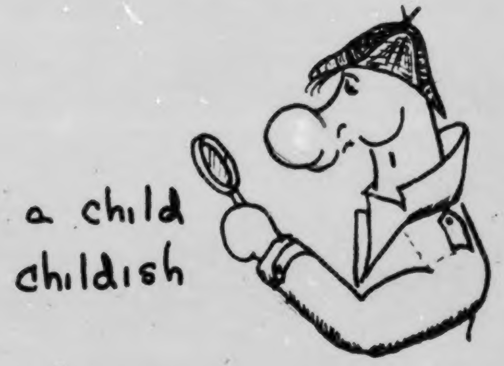
Thus all we have are two adjectives (bad, childish), one noun (Cecilia), one verb (walked), and one adverb (home).

Now let's clarify the difference between the subject renamer and the subject describer.

Cecilia is a child.

Cecilia is childish.

Which is the renamer and which the describer. You have a clue.



Notice that since the subject renamer is a noun, it requires an "a" before it. The subject describer being an adjective does not have an "a." This "a" is called an ARTICLE which include "a", "an", and "THE." Only nouns have articles.

Therefore, you can spot the subject renamer or describer by whether or not it has an article or an adjective in front of it.

That's enough of this. Check the references for both this Unit and Unit 14. The test will cover both.

References:

Instant English Handbook, p. 114.

Unit 15: Predicate Adjective

Test 1

Answer on the appropriate
answer sheet.

In each of the following sentences, identify the subject describer with SD and a subject renamer with SR. If neither is present, write an "O."

1. Judy is a new student at Tippette Tech.
2. She is a blonde.
3. Harriet's boyfriend is nuts about Judy.
4. Cecilia is angry also.
5. She thinks Harry is her boyfriend.
6. Neither Harriet nor Cecilia likes Judy.
7. Their plan to get rid of Judy is sneaky.
8. Judy is smarter than them.
9. Harry is now Judy's boyfriend.
10. Harriet and Cecilia are unhappy.

Unit 15: Predicate Adjective

Test 1

Answer Sheet

1. ________________
2. ________________
3. ________________
4. ________________
5. ________________
6. ________________
7. ________________
8. ________________
9. ________________
10. ________________

Unit 15: Predicate Adjective

Test 1

Answers

1. SR
2. SR
3. SD
4. SD
5. SR
6. O
7. SD
8. SD
9. SR
10. SD

Unit 15: Predicate Adjective

Test 2

Answer the following sentences
on the appropriate answer sheet.

In each of the following sentences, identify the subject describer with SD and a subject renamer with SR. If neither is present, write an "O."

1. Mr. Drawnblood is President of Tippette Tech.
2. His hair is gray.
3. His hair was once brown.
4. Then he became president
5. He is still a humorous man.
6. The students seem to like him.
7. He is Harriet's idol.
8. She thinks that he is handsome.
9. Harry does not think that he is so handsome.
10. Harry does wish that his hair was gray also.

Unit 15: Predicate Adjective

Test 2

Answer Sheet

1. ____________________

2. ____________________

3. ____________________

4. ____________________

5. ____________________

6. ____________________

7. ____________________

8. ____________________

9. ____________________

10. ____________________

Unit 15: Predicate Adjective

Test 2

Answers

1. SR
2. SD
3. SD
4. O
5. SR
6. O
7. SR
8. SD
9. SD
10. SD

GUIDED STUDIES

ENGLISH

UNIT 16

THE PREDICATE

Developed by the
Department of Special Services
Beaufort County Technical Institute

Unit 16: The Predicate

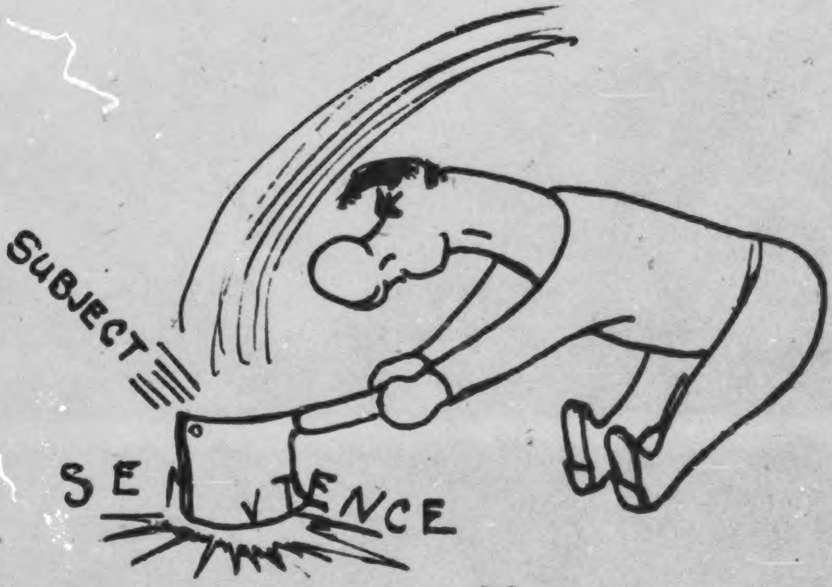
Objective: When the student has completed this unit, he will identify the complete predicates in a group of sentences.

Definition: The predicate is that part of the sentence comprising what is said about the subject.

You have seen some vague definitions in the previous units but this is probably the vaguest.

We have seen in the other units that the subject is what the sentence is about. It is in a sense the "subject" of the sentence as marijuana is the "subject" of a speech on drugs.

The subject is the FIRST major division of sentence structure.



The so-called predicate is the SECOND major division--or, rather, the predicate is all that is leftover after taking the subject away.

Let's call this part of the sentence the Verb Part. We have divided the sentence into parts: the subject (let's call that the Noun Part) and the Verb Part. Thus, if a part of the sentence isn't part of the noun part, then it is part of the verb part.

PART
PART
PART
PART

Let's look and see just what the verb part is made up of.

The main part of the verb part is, of course, the ________________.

In a long sentence the verb is usually the smallest part--but it is the most important part of the Verb Part. No matter how large or how small the verb part is, it must ALWAYS have a verb.

O.K., what comes next? This can be a hodgepodge of any number of things.

First, you can have an adverb.

He QUICKLY sent.

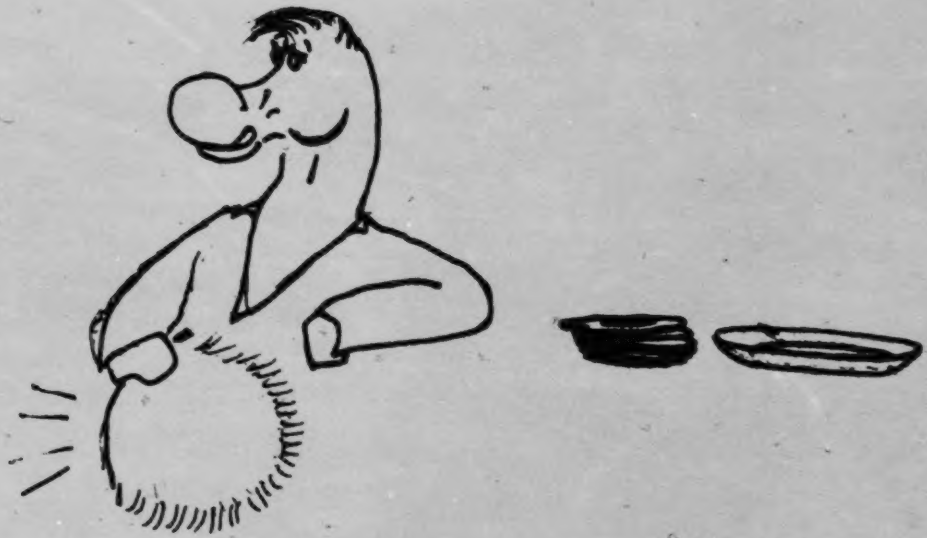
Second, you can have an Action Receiver and a Target Object.

He Quickly sent ME the LETTER.

OR you can have a Subject Renamer or a Subject Describer!

He is the MAILMAN. (Subject Renamer)

The mailman is HANDSOME. (______________)

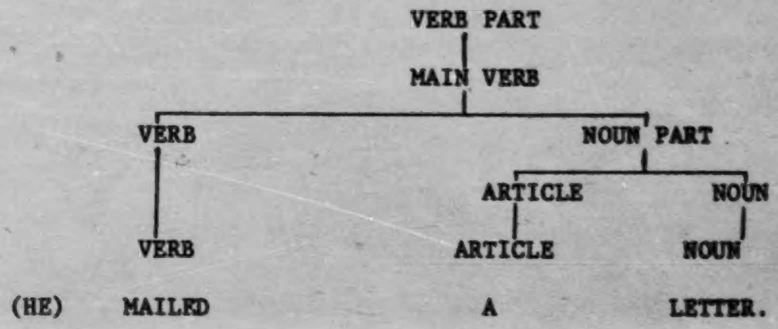


Let's look at it in another way.

The verb part of the sentence can be broken down in a number of ways or patterns using a "branching tree diagram." Please, PLEASE do not get this confused with the petty diagraming you were punished with in grade school. I will explain why after we look at the patterns.

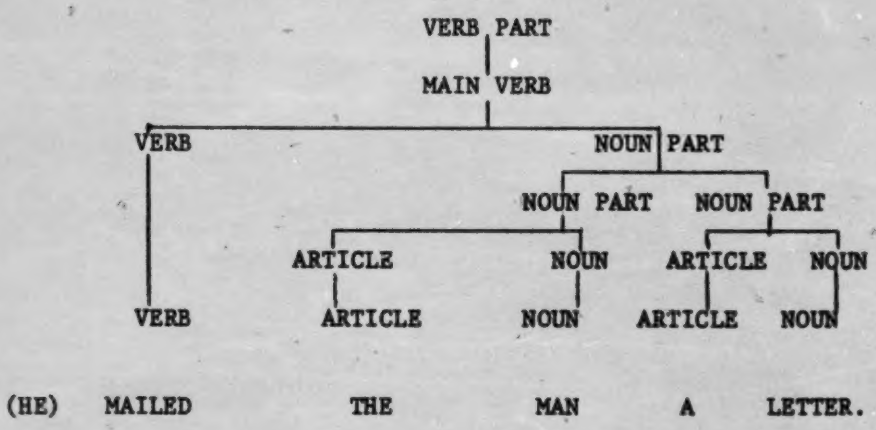
PATTERN NUMBER ONE:

This pattern is used for a verb that uses an Action Receiver (Direct Object).


VERB PART
MAIN VERB
VERB
NOUN PART
ARTICLE
NOUN
VERB
ARTICLE
NOUN
(HE)
MAILED
A
LETTER.

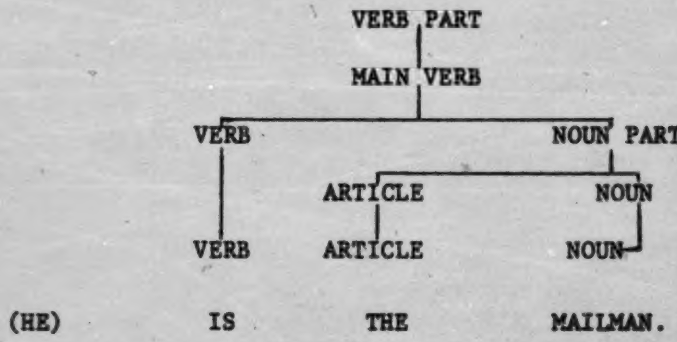
PATTERN NUMBER TWO

This pattern is used for a verb that has an action receiver and a TARGET OBJECT (Indirect Object).


VERB PART
MAIN VERB
VERB
NOUN PART
NOUN PART
NOUN PART
ARTICLE
NOUN
ARTICLE
NOUN
VERB
ARTICLE
NOUN
ARTICLE
NOUN
(HE)
MAILED
THE
MAN
A
LETTER.

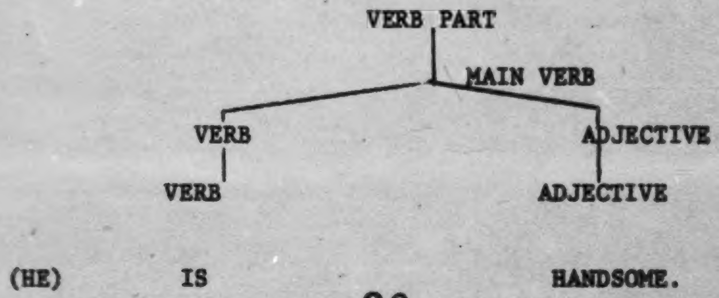
PATTERN NUMBER THREE

This pattern is used for a verb that has a Subject Renamer.

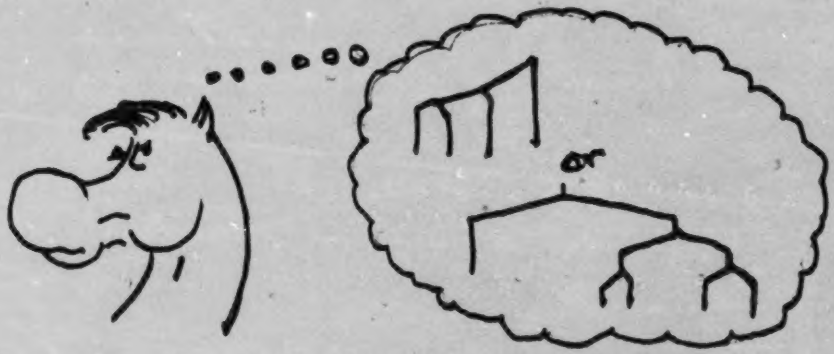

VERB PART
MAIN VERB
VERB
NOUN PART
ARTICLE
NOUN
VERB
ARTICLE
NOUN
(HE)
IS
THE
MAILMAN.

PATTERN NUMBER FOUR

This pattern is used for a verb that has a Subject Describer.


VERB PART
MAIN VERB
VERB
ADJECTIVE
VERB
ADJECTIVE
(HE)
IS
HANDSOME.

Now you are asking yourself, "how is this any different from that cruddy diagramming." In the "cruddy diagramming" you used in High School you took a sentence and broke it down into its separate parts. Here we have broken down a SENTENCE PATTERN. We do not even need a sentence to do the branching. Better yet--you don't HAVE to do it. You see, the basic patterns with only minor variations are ALREADY ESTABLISHED. By simply remembering the patterns, you can identify the type of sentence or in this case, the verb part. Better yet, this diagramming is representative of the basic process that goes through your mind when you mentally construct a sentence.



Stop and think a minute about HOW you form a sentence in your mind.

Now--back to the subject at hand. Notice that all of these patterns stem from the main verb. This indicates that they are a part of it--just like the leaves are a part of the twig, the twigs are a part of the branch, and the branches are a part of the tree. They are all a unified whole.

Later on in another unit, we will discuss some additional parts that can be in a part of the VERB PART--be content with what we've got so far. The bliss will not last.

References:

The New Building Better English (9), pp. 283-84.

Unit 16: The Predicate

Test 1

I. Identify the complete verb part (predicate) in each of the following sentences.

1. Cecilia wanted to enter the Nursing Program at Tippette Tech.
2. She was bad in Math.
3. Even Guided Studies did not help her.
4. She did not know the difference between a centimeter and a millimeter.
5. The instructors at the institute did not know this.
6. She overdosed a few people by accident.

II. Identify the complete subject in each of the sentences above.

III. Identify only the verb in each of the following.

1. Cecilia graduated from the Nursing Program.
2. She and Harriet work together at the hospital.
3. They always help the doctors operate.
4. One day, Cecilia sneezed on a patient's kidney.
5. Cecilia is going into the Business Program now.

Unit 16: The Predicate

Test 1

Answer Sheet

I.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________

II.

1. ______________
2. ______________
3. ______________
4. ______________
5. ______________
6. ______________

III.

1. ______________
2. ______________
3. ______________
4. ______________
5. ______________

Unit 16: The Predicate

Test 1

Answers

I.

1. wanted to enter the Nursing Program at Tippette Tech.
2. was bad in Math.
3. did not help her.
4. did not know the difference between a centimeter and a millimeter.
5. did not know this.
6. overdosed a few people by accident.

II.

1. Cecilia
2. She
3. Even Guided Studies
4. She
5. The instructors at the institute
6. She

III.

1. graduated
2. work
3. help
4. sneezed
5. is going

Unit 16: The Predicate

Test 2

Answer all questions on the
appropriate answer sheet.

I. Identify the entire Verb Part in each of the following sentences.

1. Harriet and Cecilia like horseback riding.
2. They go often.
3. Harriet has her own horse.
4. Cecilia has a mule.
5. Cecilia does not ride very well at all.
6. Harriet laughs at her all the time.
7. Cecilia's ugly old mule bit Harriet's horse.
8. This made Harriet very angry.
9. The board in Harriet's hands broke over the mule's head.
10. The mule bit Harriet.
11. Cecilia laughed really hard.
12. Harriet bit Cecilia.

II. Identify the simple verb in the sentences above.

Unit 16: The Predicate

Test 2

Answer Sheet

I.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________
9. ______________________________
10. ______________________________
11. ______________________________
12. ______________________________

II.

1. ______________
2. ______________
3. ______________
4. ______________
5. ______________
6. ______________
7. ______________
8. ______________
9. ______________
10. ______________
11. ______________
12. ______________

Unit 16: The Predicate

Test 2

Answers

I.

1. like horseback riding
2. go often
3. has her own horse
4. has a mule
5. does not ride very well at all
6. laughs at her all the time
7. bit Harriet's horse
8. made Harriet very angry
9. broke over the mule's head
10. bit Harriet
11. laughed really hard
12. bit Cecilia

II.

1. like
2. go
3. has
4. has
5. does ride
6. laughs
7. bit
8. made
9. broke
10. bit
11. laughed
12. bit

GUIDED STUDIES

ENGLISH

UNIT 17

THE SENTENCE I

Developed by the
Department of Special Services
Beaufort County Technical Institute

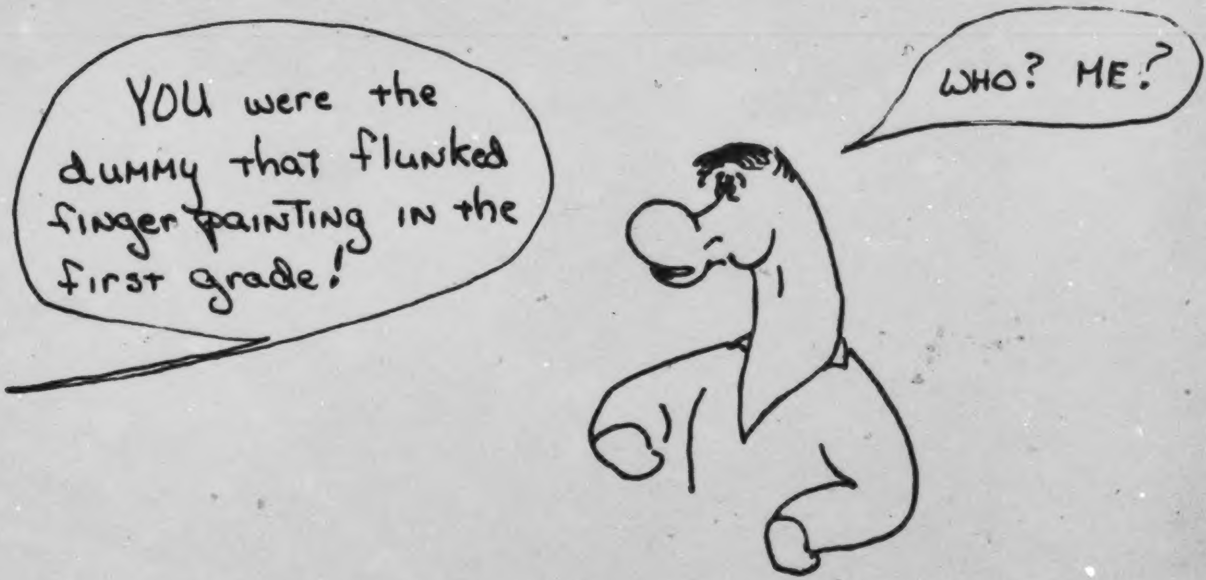
Unit 17: The Sentence I

Objective: The purpose of this unit is to help the student to identify an organized group of words known as a sentence.

Definition: A sentence is an independent unit of expression that has at least one subject and one predicate.

At last you get to the sentence! In all of the previous units, you have been exposed to SOME of the basic grammatical parts which make up the sentence. Now you get some of the really nitty-gritty grammar.

Once upon a time the sentence was defined as a group of words which expressed a COMPLETE thought. Today, many grammarians disagree with this because you can have a group of words which express a complete thought but is not a sentence.


YOU were the dummy that flunked fingerpainting in the first grade!
WHO? ME?

The "who" and the "me" in the example above are two units of expression. Each expresses a complete thought. However, neither one is a complete sentence!

For years the little old lady English teachers of our school days stubbornly refused to give up the complete thought concept. Today, you have someone with a little more understanding.

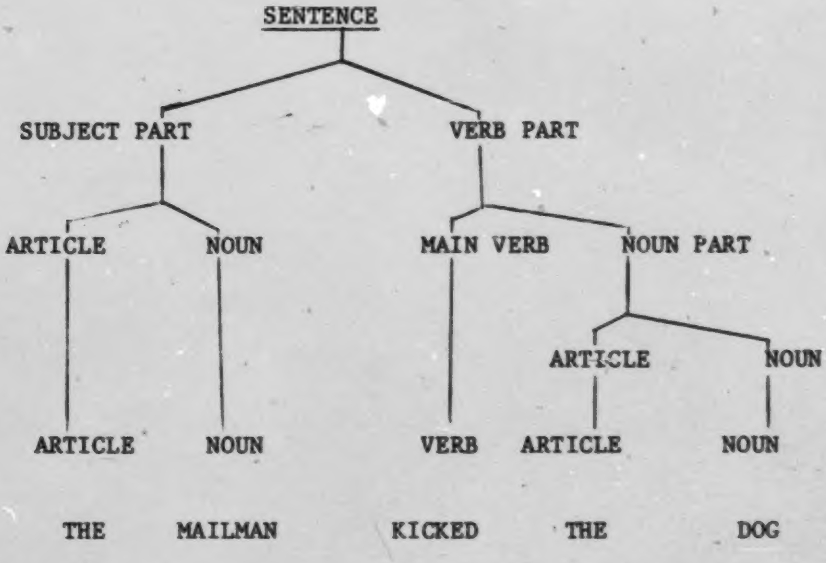
True, a sentence must STILL express a complete thought, or statement, or idea. But to be a sentence, it must meet other qualifications also. What are these?

1. MUST have a simple subject

2. MUST have a simple predicate

If you are unsure of what these terms are, refer back to the units dealing with these two.

Let's begin our examination of these two things by looking at the Branching Tree Diagram, which we introduced in Unit 15, of a simple sentence:


SENTENCE
SUBJECT PART
VERB PART
ARTICLE
NOUN
MAIN VERB
NOUN PART
ARTICLE
NOUN
ARTICLE
NOUN
VERB
ARTICLE
NOUN
THE
MAILMAN
KICKED
THE
DOG

Again, let's restate that the Branching Tree Diagram represents the instant process that goes through your brain before you utter a sentence.

Now, look at the diagram. Below the word "sentence," the line divides into two branches--the subject part and the verb part.

Follow the verb part on down the line. You will come to the "main verb." This drops down to the "verb" which becomes "kicked." Supposedly, we can have a complete sentence with "The mailman kicked." However, you will eventually find that you will ask yourself "What did the mailman kick?"

It is easy to say that we would never say "The mailman kicked" but we could go home and find ourselves muttering it the very same day.

However, the point is that the simple predicate or the main verb is the word "kicked." To put it simply, the verb is "kicked."

Knowing that "The mailman" is the complete subject, then the SIMPLE SUBJECT is ______________________?

We now know that a complete simple sentence has a simple subject and a verb part. Is it possible to have a sentence without one of these?

The simple fact is that to make a complete sentence neither one can stand alone! Let's see why.

Here is a subject: The mailman

Here is a verb part: kicked the dog

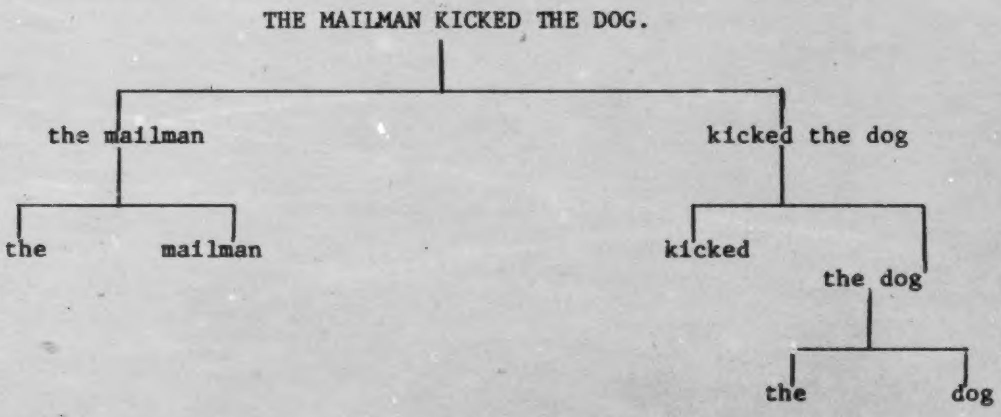
Let's pretend that the two above are sentences. Thus we have two separate sentences. What does the first say? What did the mailman do? (You're cheating if you said that he kicked the dog.)

Let's face it! By themselves neither of these two parts really provide a complete thought. When a string of words does not have either a subject or a verb part then this string of words is known as a FRAGMENT.

A complete SENTENCE may be compared to a piece of string with a series of knots tied in it--the knots being the words. A FRAGMENT would occur if the string were broken in two--leaving you only a piece of the string or, in this case, the sentence.

Always be careful to identify whether a "string" of words is a sentence. You can be sure by looking for both the subject and the verb part.

Now let's take a somewhat different approach to the same problem. We will take our sentence and let the tree diagram break it down into its individual parts.

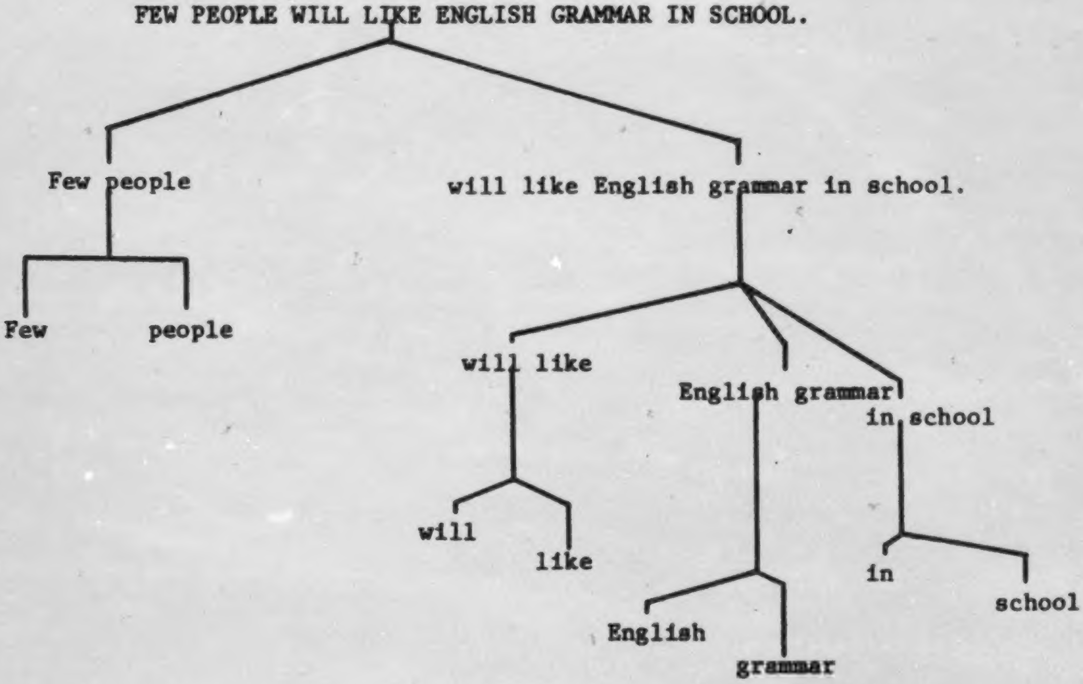

THE MAILMAN KICKED THE DOG.
the mailman
kicked the dog
the
mailman
kicked
the dog
the
dog

Can it go any further? The answer is "NO." The sentence has been broken into its CONSTITUENT parts (constituent is pronounced (KON . STIT . U . ENT). In other words, the parts have been broken down so that you can logically see how the parts are related.

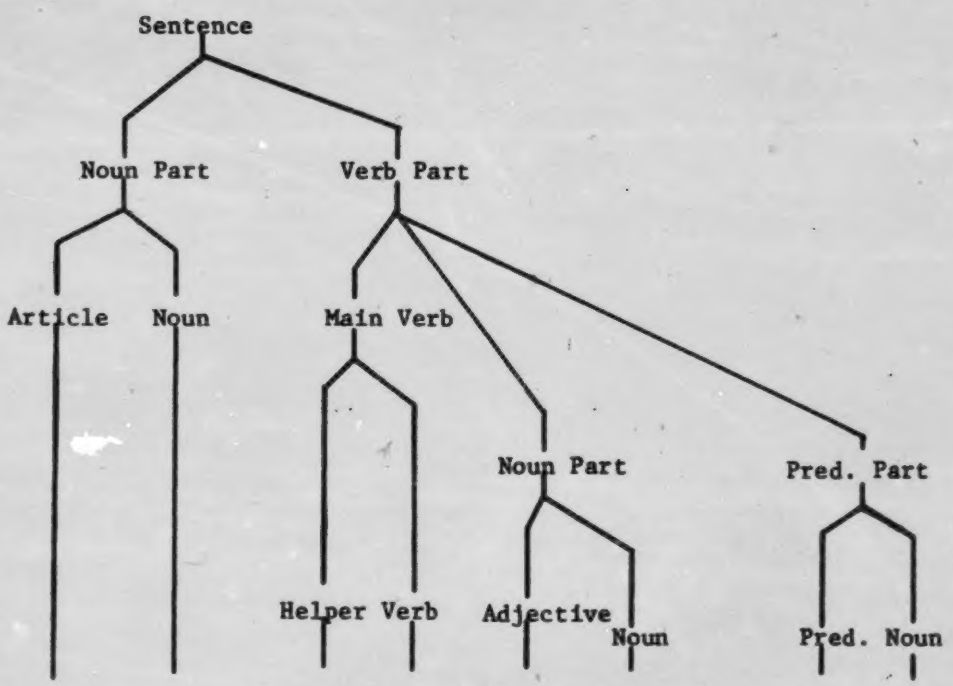
Notice the sharp break or division which occurs immediately following the complete sentence. Look back at the other tree diagrams you have examined. The two parts which have been separated here are the
______________________part and the __________________part.

You have just identified the subject and the verb part (predicate).

Let's look at another example.


FEW PEOPLE WILL LIKE ENGLISH GRAMMAR IN SCHOOL.
Few people
will like English grammar in school.
Few
people
will like
English grammar
in school
will
like
English
grammar
in
school

I'll have to admit that this looks a lot like the old type of diagramming--but, here the diagram is logical because you can read the proper order of the sentence. Now let's look at this same sentence pattern after the names of its constituent parts have been substituted for the actual parts of the sentence.


Sentence
Noun Part
Verb Part
Article
Noun
Main Verb
Noun Part
Pred. Part
Helper Verb
Adjective
Noun
Pred. Noun

Now place the proper words from the sentence in the proper space. Do you understand how this works? Ask the instructor for help if you need it.

Let's take a break and a test! (You ought to love that!)

References:

The Instant English Handbook, pp. 28-34.

The New Building Better English (9), pp. 386-388.

Unit 17: The Sentence

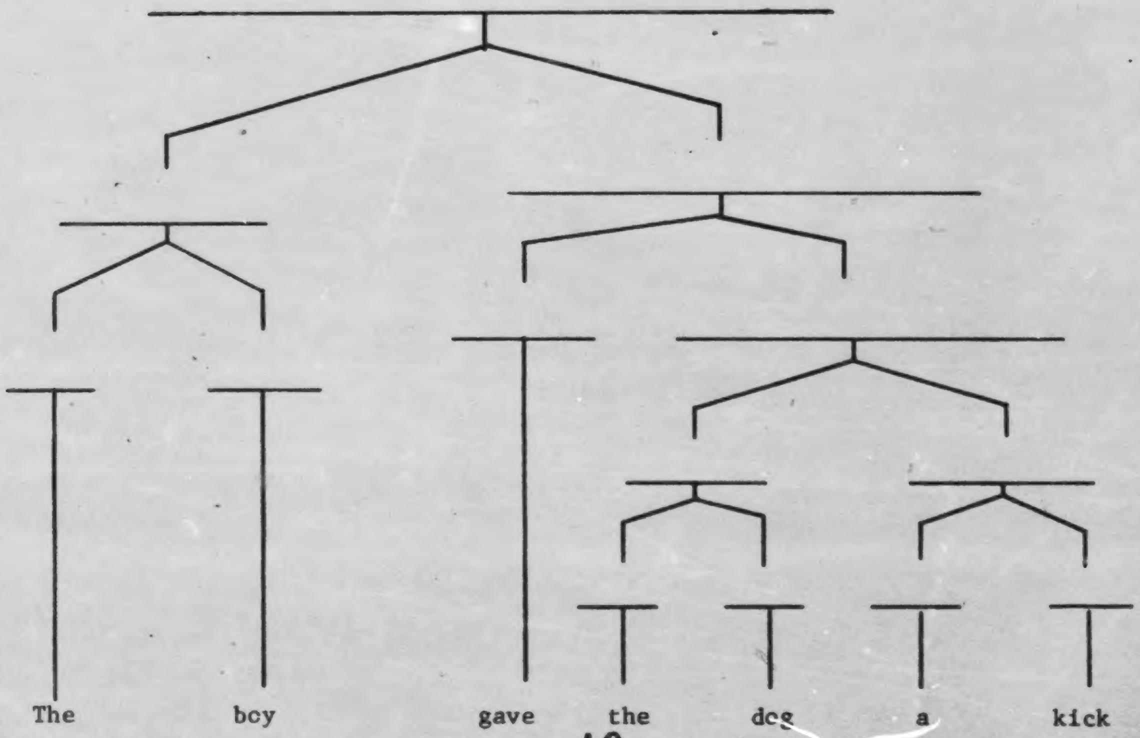
Test 1

Answer questions on the appropriate answer sheet.

I. In the paragraph below, identify the FRAGMENTS with an F and the SENTENCES with an S.

(1) Cecilia was having a difficult time with her math course. (2) She took all of her problems to the local computer. (3) Did not help her. (4) The computer at the Wachovia Bank. (5) The problems mixed up everyone's checking account. (6) Kicked Cecilia out of the bank. (7) Cecilia was really worried. (8) Even Harry could not work the problems. (9) She put the problems on her income tax form. (10) Received a refund for $100,000. (11) Cecilia's top grade in the math course. (12) Was split with Ms. Jenkins.

II. Fill in the appropriate words from the sentence below on the branching tree diagram.



Unit 17: The Sentence

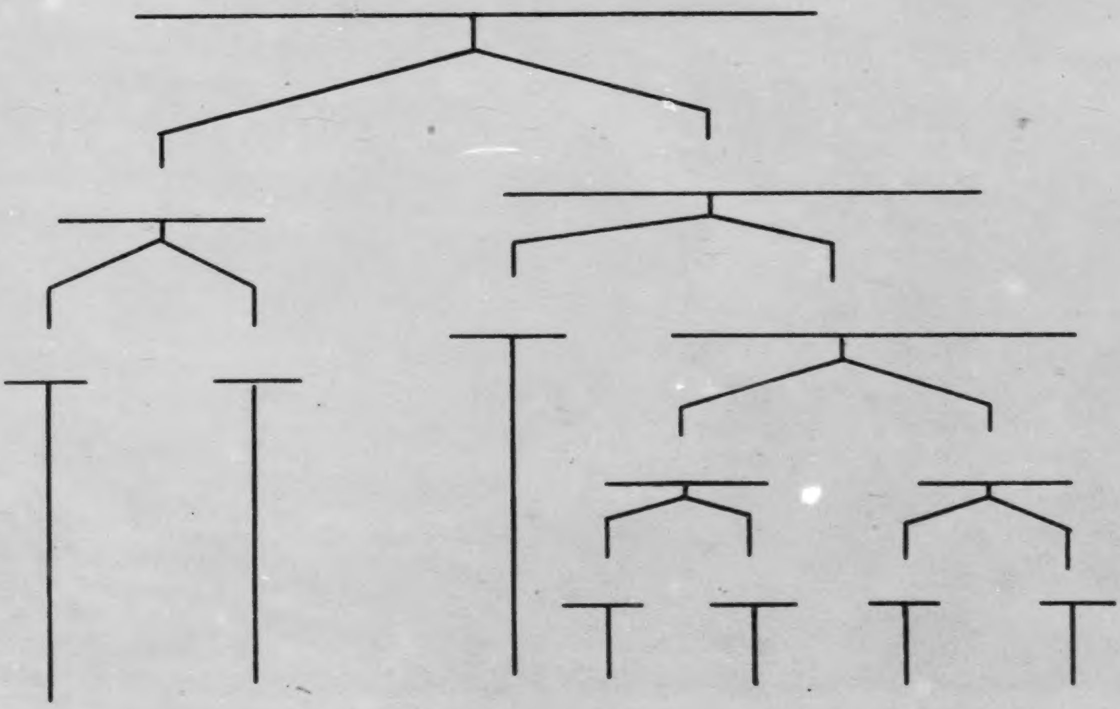
Test 1

Answer Sheet

I.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________
9. ______________________________
10. ______________________________
11. ______________________________
12. ______________________________

II.



Unit 17: The Sentence

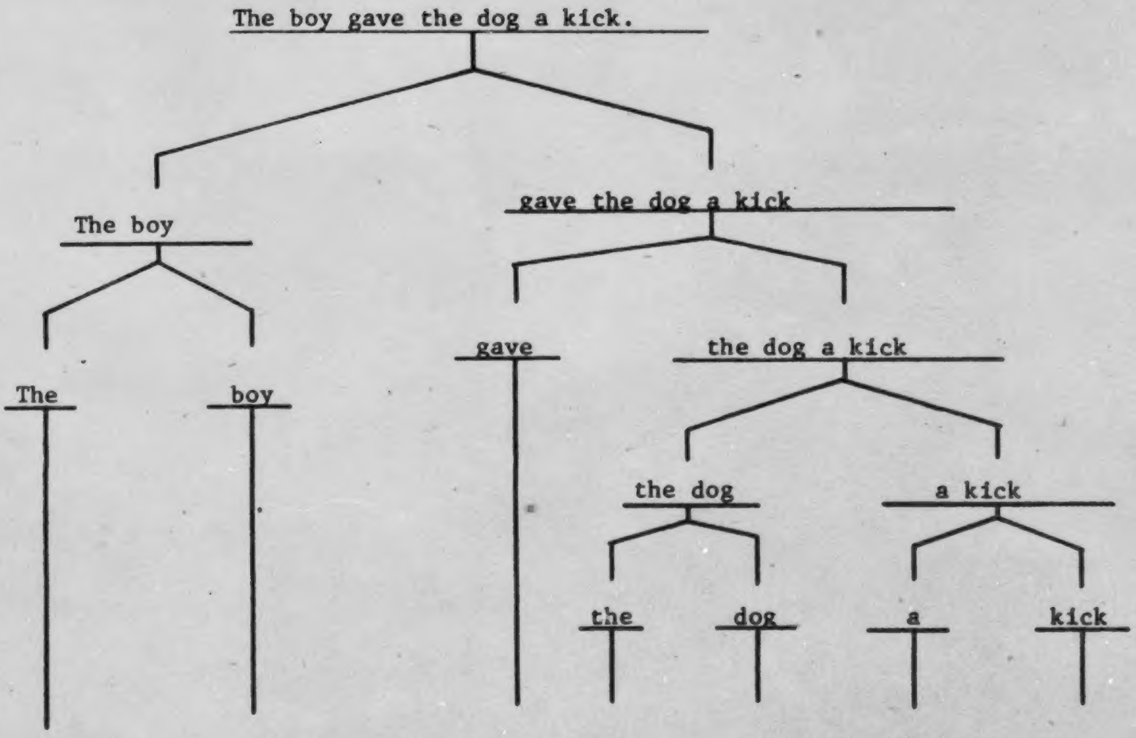
Test 1

Answers

I.

1. S
2. S
3. F
4. F
5. S
6. F
7. S
8. S
9. S
10. F
11. F
12. F

II.


The boy gave the dog a kick.
The boy
gave the dog a kick
The
boy
gave
the dog a kick
the dog
a kick
the
dog
a
kick

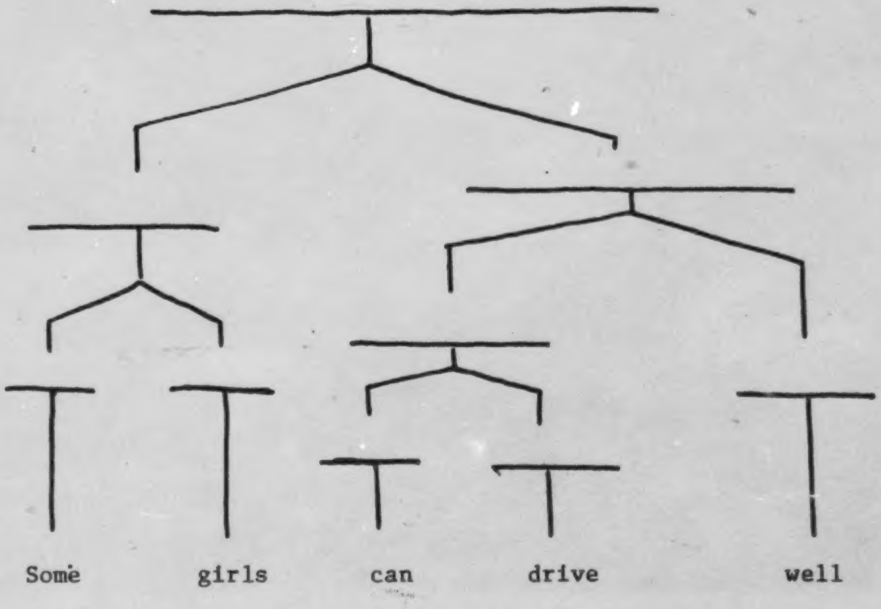
Unit 17: The Sentence

Test 2

I. Identify the word strings in the following paragraph with an F if it is a FRAGMENT and an S if it is a SENTENCE.

(1) The new building at Tippette Tech. (2) Harry especially likes the automotive shop. (3) Blows cold air from the air conditioner over the workers. (4) More comfortable to work in. (5) The old fire station was very hot in the summer. (6) The rats were bad also. (7) Is close to the cosmetology workshop. (8) He and his friend's son watch the pretty girls. (9) Got a fist in the eye one day. (10) Some girls do not like to be looked at. (11) Harry's eyesight was. (12) Drove his car through the wall of the new building.

II. Fill in the appropriate words from the sentence below on the branching tree diagram.



Unit 17: The Sentence

Test 2

Answer Sheet

I.

1. ____________________ 7. ____________________

2. ____________________ 8. ____________________

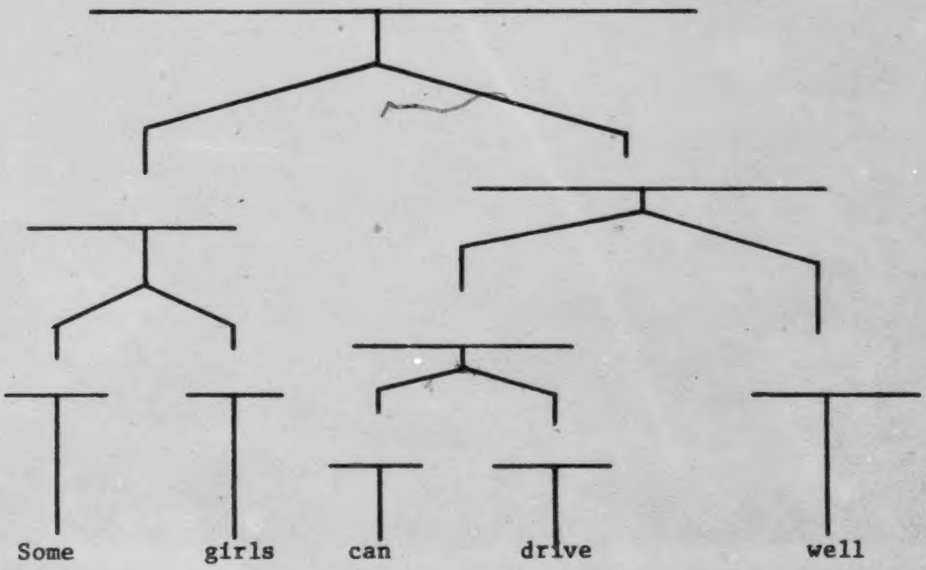
3. ____________________ 9. ____________________

4. ____________________ 10. ____________________

5. ____________________ 11. ____________________

6. ____________________ 12. ____________________

II.


Some
girls
can
drive
well

Unit 17: The Sentence

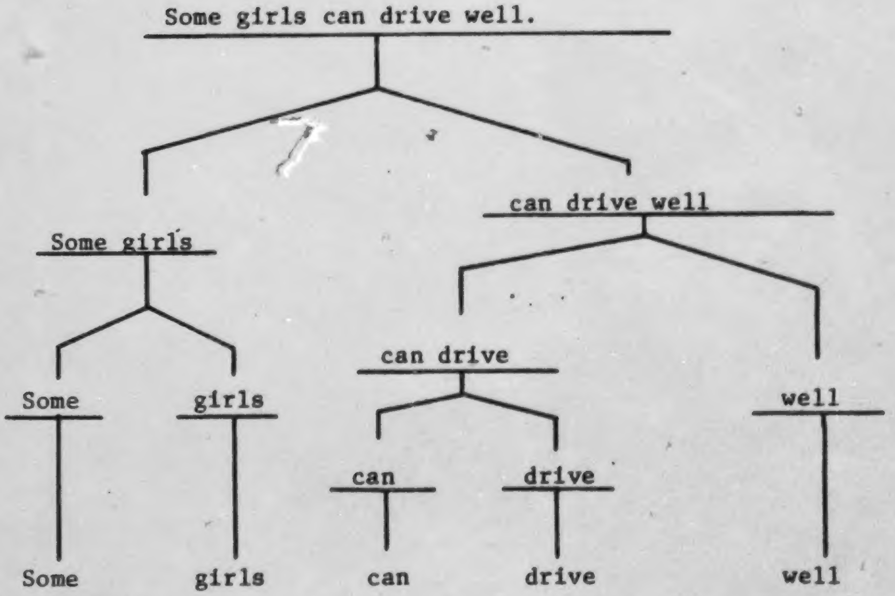
Test 2

Answers

I.

1. F
2. S
3. F
4. F
5. S
6. S
7. F
8. S
9. F
10. S
11. F
12. F

II.


Some girls can drive well.
can drive well
Some girls
can drive
Some
girls
well
can
drive
Some
girls
can
drive
well

GUIDED STUDIES

ENGLISH

UNIT 18

CLAUSES AND PHRASES I

Developed by the
Department of Special Services
Beaufort County Technical Institute

Unit 18: Clauses and Phrases I

Objective: Upon completion of this unit, the student will identify the clauses and phrases and define the use of each in a group of sentences.

Definition:

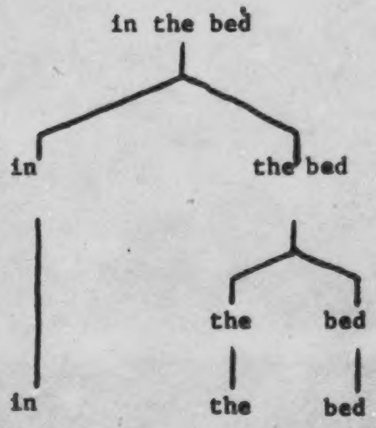
Clause: A clause is a string of related words with a subject and a verb part found in a sentence and may stand alone as a simple sentence.

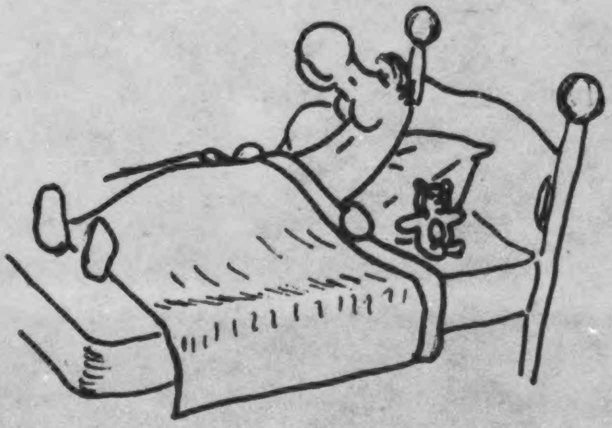
Phrase: A phrase is a string of related words without a subject and a verb part which functions as a meaningful unit of speech.

In this unit we will tie up some loose ends that we have touched on briefly in some of the other units, but have never really gone into in depth.

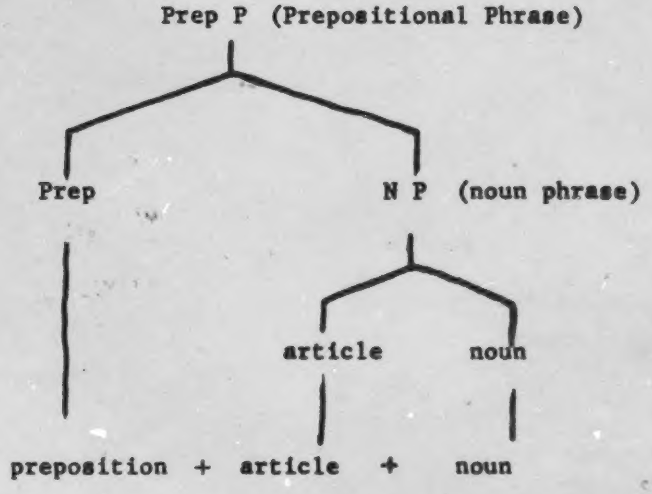
So--what have we got--Clauses and Phrases.

Way, way back in Unit 7: Prepositions, you were introduced to the prepositional phrase. If you remember, the prepositional phrase consisted basically of a preposition (no joke!) and a noun. Let's generate one and have a look.





We can make this tree diagram apply to ANY prepositional phrase by doing this.


Prep P (Prepositional Phrase)
Prep
N P (noun phrase)
article
noun
preposition + article + noun

This is the basic formula for a prepositional phrase. If you will recall, a prepositional phrase can be used as an adverb or an adjective.

In the tree diagram above another important type of phrase was mentioned. It was the ____________________phrase.

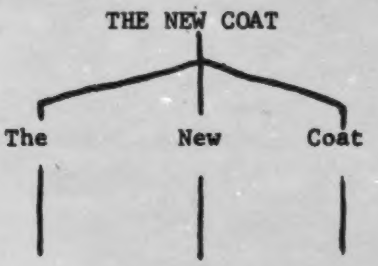
This phrase is the noun phrase. You are probably most familiar with the noun phrase commonly called THE SUBJECT of a sentence as in

THE NEW COAT was dirty.

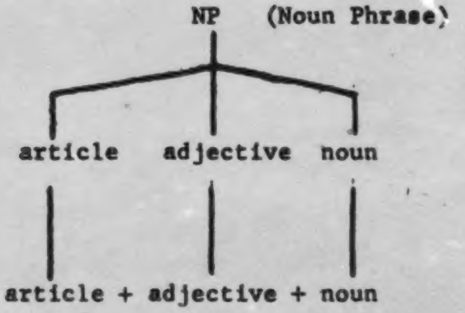
Since you know, of course, that THE NEW COAT is the subject (!) then it MUST be a noun phrase. Why?

A key ingredient to the phrase is the fact that is a STRING of words. In other words, it has more than one word in its little group. So THE NEW COAT has ____________________ words (how many?) in it.

Now let's look at the basic pattern of the noun phrase.


THE NEW COAT
The
New
Coat

or, generally, for all noun phrases


NP (Noun Phrase)
article
adjective
noun
article + adjective + noun

What I am trying to say is that most of the noun and prepositional phrases you come across in your reading and your writing. The adjective does not have to be there but often is.

This is a process of language! We (both you and I) speak in PATTERNS. When we speak the words come out of our mouths in a certain pattern. This pattern allows us to communicate--it permits other people to understand what you are saying.

NEW DIRTY IS COAT THE

What clear meaning does

NEW DIRTY IS COAT THE

give you? The problem is that the pattern of the sentence has been destroyed. The pattern should be

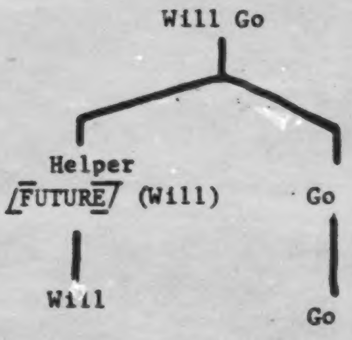
ARTICLE + ADJECTIVE + NOUN + VERB + ADJECTIVE
THE + NEW + COAT + IS + DIRTY.

This string of words now gives you some meaning because the words are in the proper pattern.

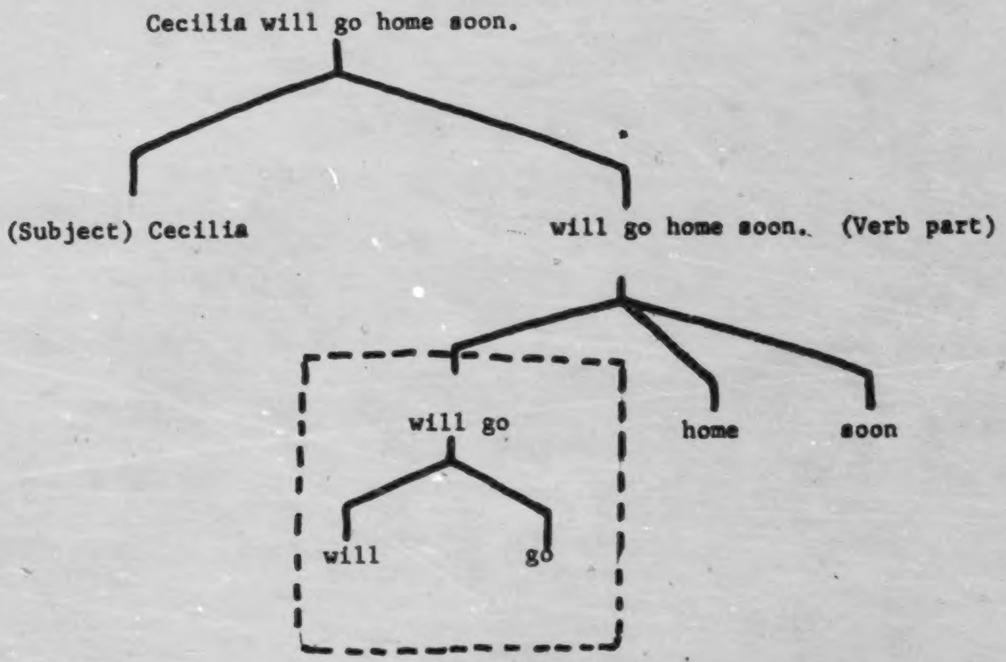
Now let's look at another phrase--the verb phrase. Basically, the verb phrase is a string of words which make up the main verb part.

Cecilia WILL GO home soon.

You should know that from a previous unit that the verb part of the sentence is "WILL GO home soon." The SIMPLE VERB is "WILL GO." This simple verb is the VERB PHRASE. The breakdown goes like this

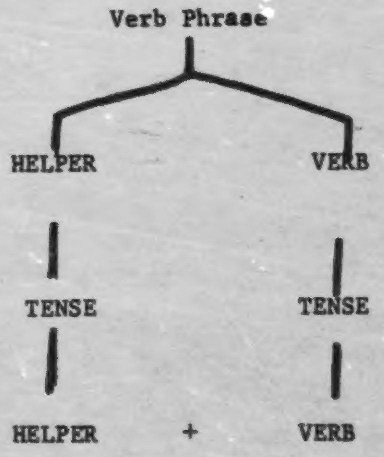


This structure seems somewhat isolated so let's do the whole sentence to see where our verb phrase structure fits.


Cecilia will go home soon.
(Subject) Cecilia
will go home soon.
(Verb part)
will go
home
soon
will
go

The boxed part is, of course, the verb phrase structure. It is the simple verb and any verb helpers such as "will," "can," "are," "was," "were," "could," and other forms.

Now let's generalize the verb phrase structure to see what kind of pattern we can generally expect to find in all sentences.


Verb Phrase
HELPER
VERB
TENSE
TENSE
HELPER
+
VERB

The Helper here is much like the adjective in the noun phrase--it will not always be present. It largely depends upon the tense of the verb.

O.K. Check the references for further examples.

Let's jump right into clauses.

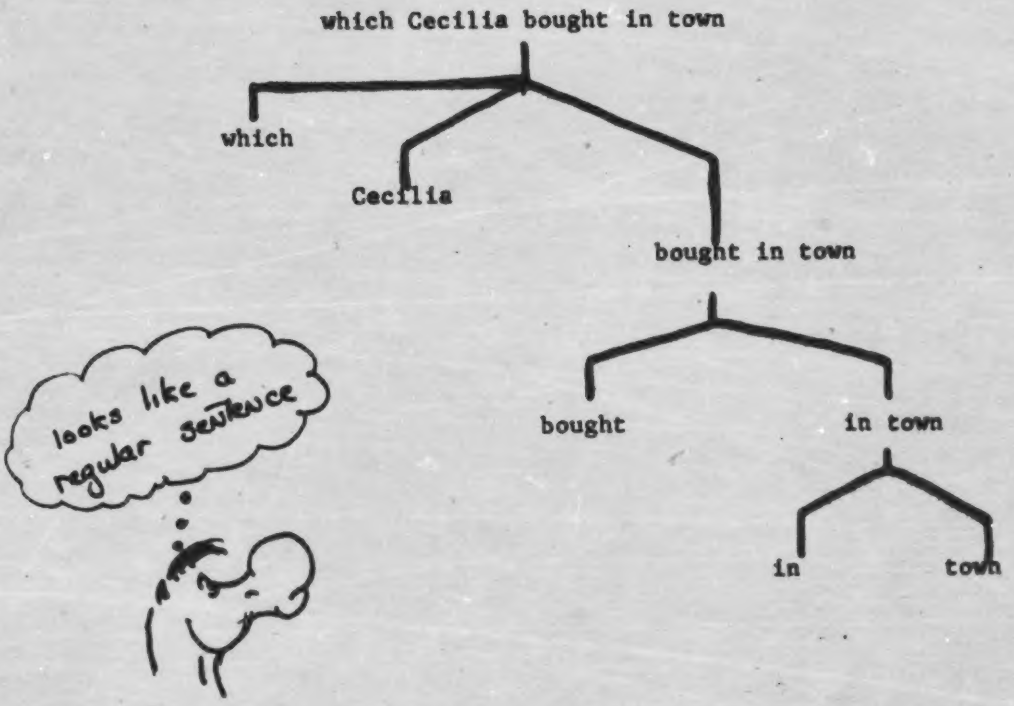
Clauses are much more complicated than phrases. Unlike the phrase which does not have both a subject and a verb, the clause is a part of the sentence which does have a subject and a verb. Essentially, it is a sentence nesting within a sentence.

Let's look at an example.

The sweater WHICH CECILIA BOUGHT IN TOWN shrank.

"Which Cecilia bought" is the clause. This particular clause is called a RELATIVE clause because it is demonstrating a relationship to sweater. In simplier terms, it is describing sweater and is thus an ADJECTIVE clause.

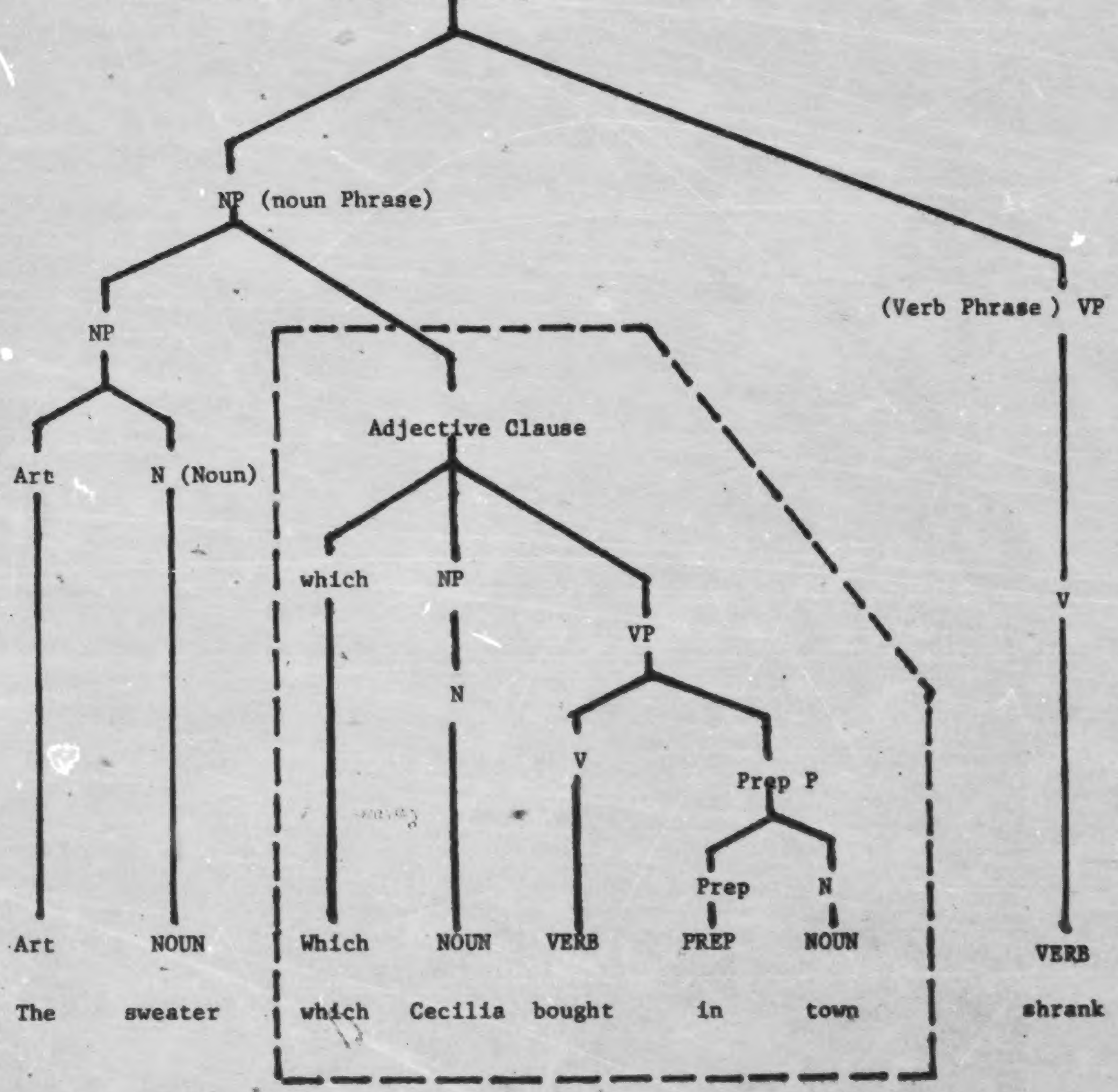
Let's look at the breakdown.


which Cecilia bought in town
which
Cecilia
bought in town
bought
in town
in
town
looks like a regular sentence

Basically, this looks like a simple sentence, doesn't it. The only thing that keeps it from being a sentence unto itself is the WHICH."

Now let's look at a breakdown of the whole sentence.

The sweater which Cecilia bought in town shrank.



NP (noun Phrase)
(Verb Phrase) VP
NP
Adjective Clause
Art
N (Noun)
which
NP
VP
N
V
V
Prep P
Prep
N
Art
NOUN
Which
NOUN
VERB
PREP
NOUN
VERB
The
sweater
which
Cecilia
bought
in
town
shrank

As you can see, the adjective clause is the box and it is just like another sentence within a sentence. The only difference is the "which."

"Which" is used here as a conjunction. It is the glue that binds clause into the sentence. In most cases, a clause in a sentence will begin with a conjunction. In the adjective clause, we have seen that the word "which" introduces the clause. So "which" becomes both the glue which binds the clause the sentence and a clue which tells you that a clause follows. For an adjective clause "which," "that," "who," are usually used.

The next type of clause uses the conjunctions "when" and "because." These are called ADVERBIAL Conjunctions and they introduce _________ clauses.

If you will remember, adverbs answer the questions "how," "when," "where," and "why." Therefore, an adverb clause will answer the same questions.

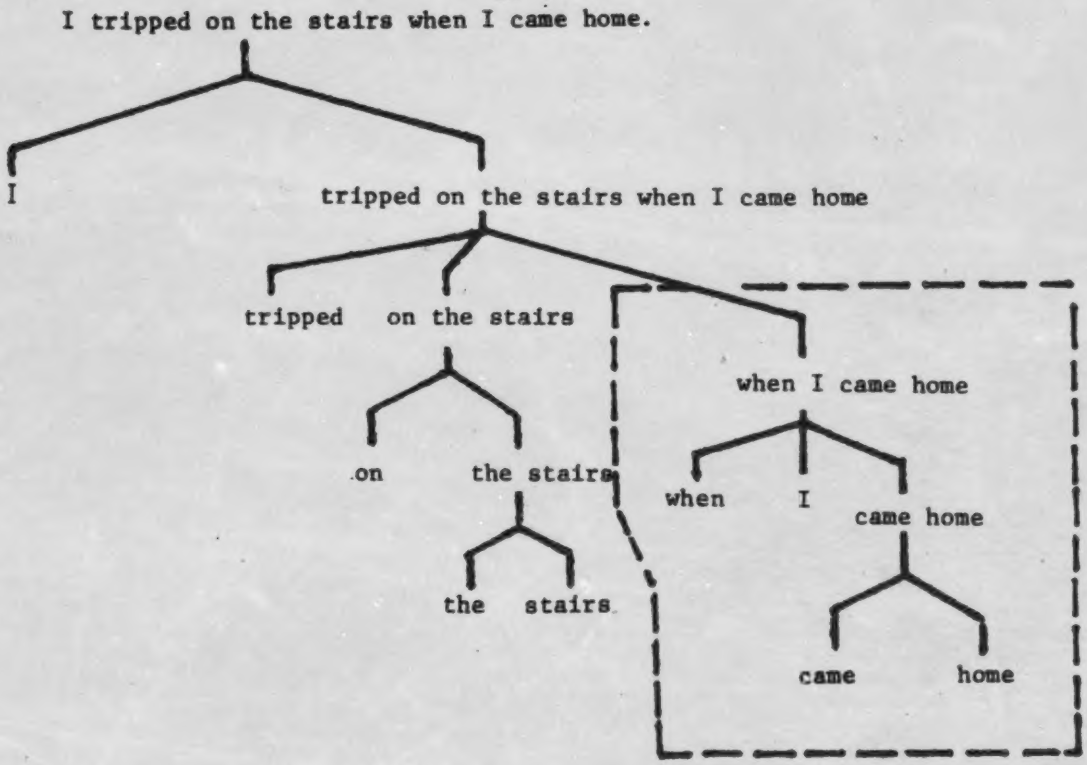
Thus it is only natural that this type of clause be called an ADVERBIAL CLAUSE.

Oh NO!
NOT ANOTHER ONE!

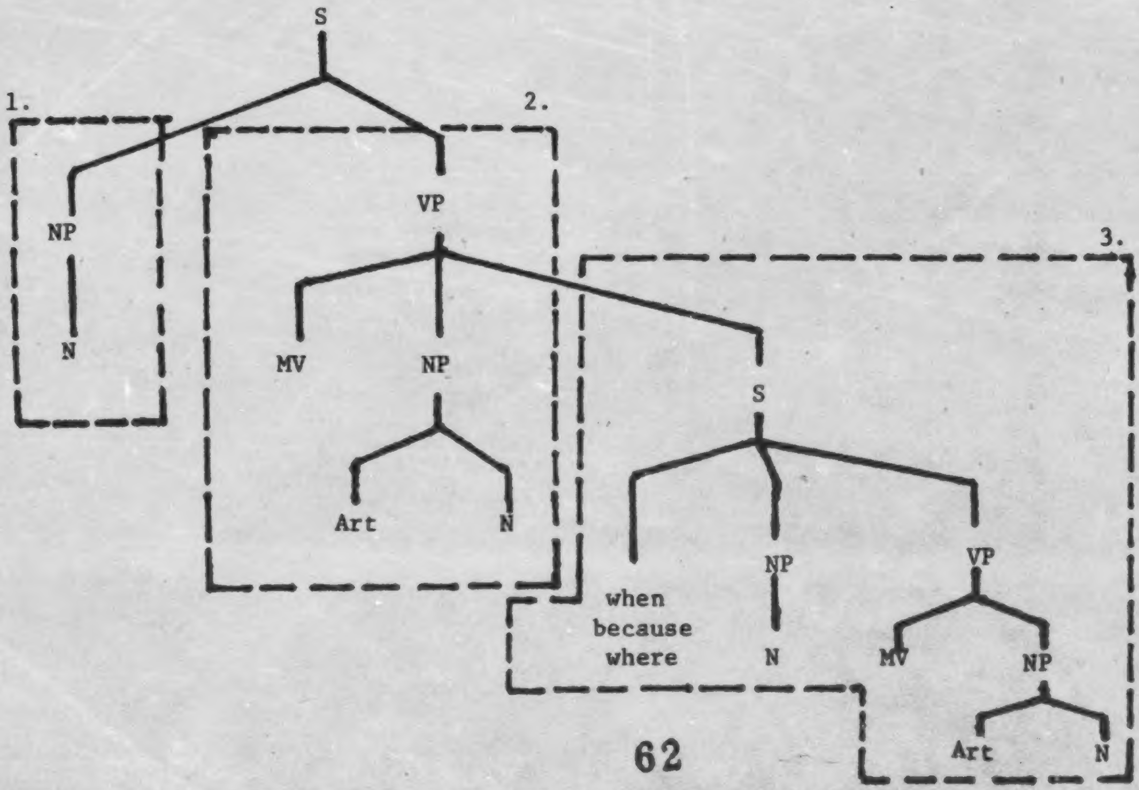
Let's look at an example.

I tripped on the stairs WHEN I CAME HOME.

Notice the "WHEN." "When" is introducing the adverbial clause. But can we say that just because the "WHEN" is an adverb that the clause is also an adverb. To do this we must go back to see how the structure of sentence is organized.


I tripped on the stairs when I came home.
I
tripped on the stairs when I came home
tripped
on the stairs
on
the stairs
the
stairs
when I came home
when
I
came home
came
home

We can generalize this to a standard formula for most adverbial clause occurrences.


S
1.
2.
3.
NP
N
VP
MV
NP
Art
N
S
when
because
where
NP
N
VP
MV
NP
Art
N

The adverb clause is in box number _____________. Because of its position in the diagram, the adverb clause is actually a part of box number _____________. If we had an ADJECTIVE CLAUSE, it would probably go in box number _________________.

I hope you said 3, 2, and 1 in that order.

This is enough for now. Let's take a break and a test to see how much you have learned. Review the earlier parts of this unit if you have to.

Unit 18: Clauses and Phrases

Test 1

Write your answers on the
appropriate answer sheet.

I. Write ONLY the MAIN VERB PHRASES found in the following sentences.

Example: I will go home tomorrow. will go

1. Harriet received an A in Math last quarter.
2. That was her lucky course.
3. She failed everything else.
4. She had a very handsome instructor.
5. Soon Harriet will find herself out of school.

II. Write only the NOUN PHRASES in the sentences above.

III. Identify the clauses in the sentences below as either ADJECTIVE Clauses or ADVERBIAL Clauses.

1. Harriet will retake the courses that she failed.
2. She will probably take them when the new quarter starts.
3. President Drawnblood talked to her because her grades were so bad.
4. His hair which she likes matches his office.
5. He talked to her about her grades which he thinks are terrible.
6. She had stars in her eyes when she came out of his office.

Unit 18: Clauses and Phrases

Test 1

Answer Sheet

I.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________

II.

1. ____________________, ________________________________
2. ____________________, ________________________________
3. ____________________, ________________________________
4. ____________________, ________________________________
5. ____________________, ________________________________

III.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________

Unit 18: Clauses and Phrases

Test 1

Answers

I.

1. received
2. was
3. failed
4. had
5. will find

II.

1. Harriet, an A
2. That, her lucky course
3. She, everything else
4. She, a very handsome instructor
5. Harriet, herself

III.

1. Adjective
2. Adverb
3. Adverb
4. Adjective
5. Adjective
6. Adverb

Unit 18: Clauses and Phrases

Test 2

Place answers on the appropriate answer sheet

I. Write the clause that appears in each of the following sentences.

1. Harriet gave President Drawnblood her cold when she was in his office.
2. He took some pills which he bought at the drugstore.
3. The pills that he took made him sicker.
4. He soon realized the fact that there is no cure for a cold.
5. For this reason, he was very angry when he came back to work.
6. The cold that he got from Harriet turned into pneumonia.
7. He looked for Harriet because he wanted to breathe in her face.
8. Everyone whom he saw at school that day is now sick.

II. Identify the type of clause used in the sentences above (adjective or adverb?).

Unit 18: Clauses and Phrases

Test 2

Answer Sheet

I.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________

II.

1. ________________
2. ________________
3. ________________
4. ________________
5. ________________
6. ________________
7. ________________
8. ________________

Unit 18: Clauses and Phrases

Test 2

Answers

I.

1. when she was in his office
2. which he bought in the drugstore
3. that he took
4. that there is no cure for a cold
5. when he came back to school
6. that he got from Harriet
7. because he wanted to breathe in her face
8. whom he saw at school that day

II.

1. Adverb
2. Adjective
3. Adjective
4. Adjective
5. Adverb
6. Adjective
7. Adverb
8. Adjective

GUIDED STUDIES

ENGLISH

UNIT 19

CLAUSES AND PHRASES II

Developed by the
Department of Special Services
Beaufort County Technical Institute

Unit 19: Clauses and Phrases II

Objective: Upon completion of this unit, the student will identify the clauses and phrases and define the use of each in a group of sentences.

We pick up in this unit from where we left off in the last unit. Hopefully, we will finish up clauses and phrases with this unit.

Let's review. The types of phrases we discussed were

1. the Prepositional Phrase
2. the Verb Phrase
3. the Noun Phrase

The types of clauses we examined were

1. the adjective clause
2. the adverb clause

In this unit we will examine

the incomplete clause,
the noun clause,
and co-ordinated clauses.

If you will remember, a clause is a string of words with a subject and a predicate (verb part). But, according to the Simplicity English Grammar Law which states that you shouldn't make anything simple if you can possibly avoid it, we have to throw a monkey wrench into something simple.

PAMLICO
RIVER

Don't go off the deep end! This type of thing does complicate matters a little (!) but not that much (?). Don't forget, we are dealing with a living organism--the English language.

O.K. The Incomplete Clause falls somewhere between the clause and the phrase. By this we mean that it is not all there.

Let's look at an example.

The pencil which is on the table belongs to Harry.

"The pencil belongs to Harry" is the main part of the sentence.

"Which is on the table" is the clause.

"Is" is the verb of the clause.

Now tell me where the subject of the clause is! Good question isn't it! Well, the subject is there, but you just have to look for it.

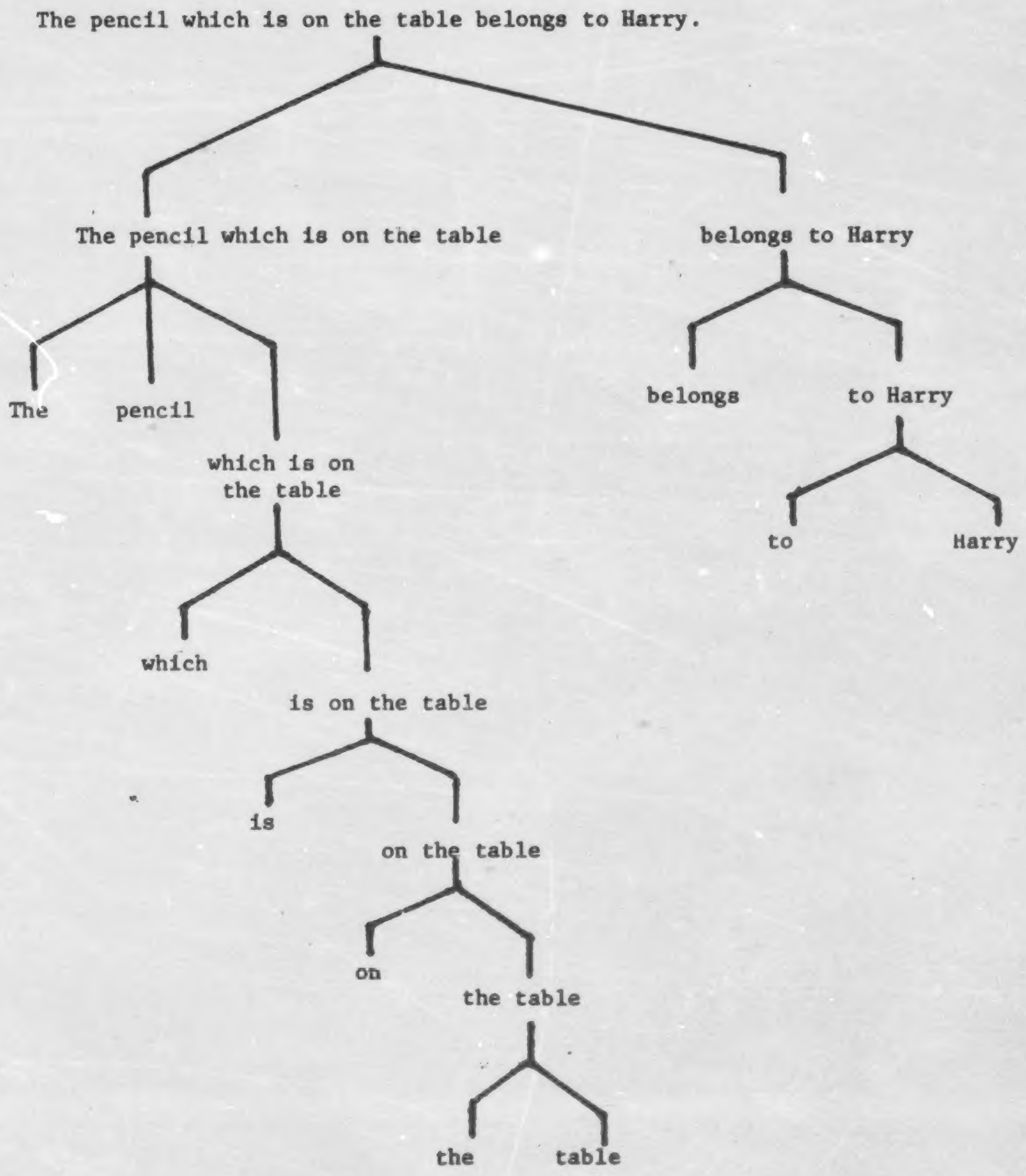
From what we have seen in the last unit we know that the "which" serves as an introductory word to the clause. Indeed, it does just that!

But, "which" has another purpose here also. What is the MEANING of which? To what does it REFER?

In this case it refers to "pencil."

So, "which" here serves a double purpose.

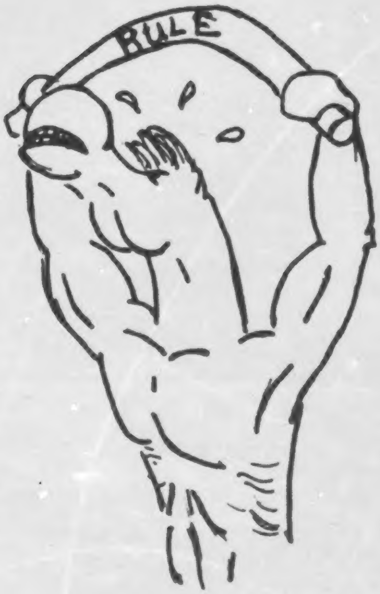
Let's look at the structure of this crazy clause so that we can define its function.


The pencil which is on the table belongs to Harry.
The pencil which is on the table
belongs to Harry
The
pencil
which is on the table
belongs
to Harry
to
Harry
which
is on the table
is
on the table
on
the table
the
table

"Which" at once serves as the introductory word and the subject of the clause. In a sense

which = pencil

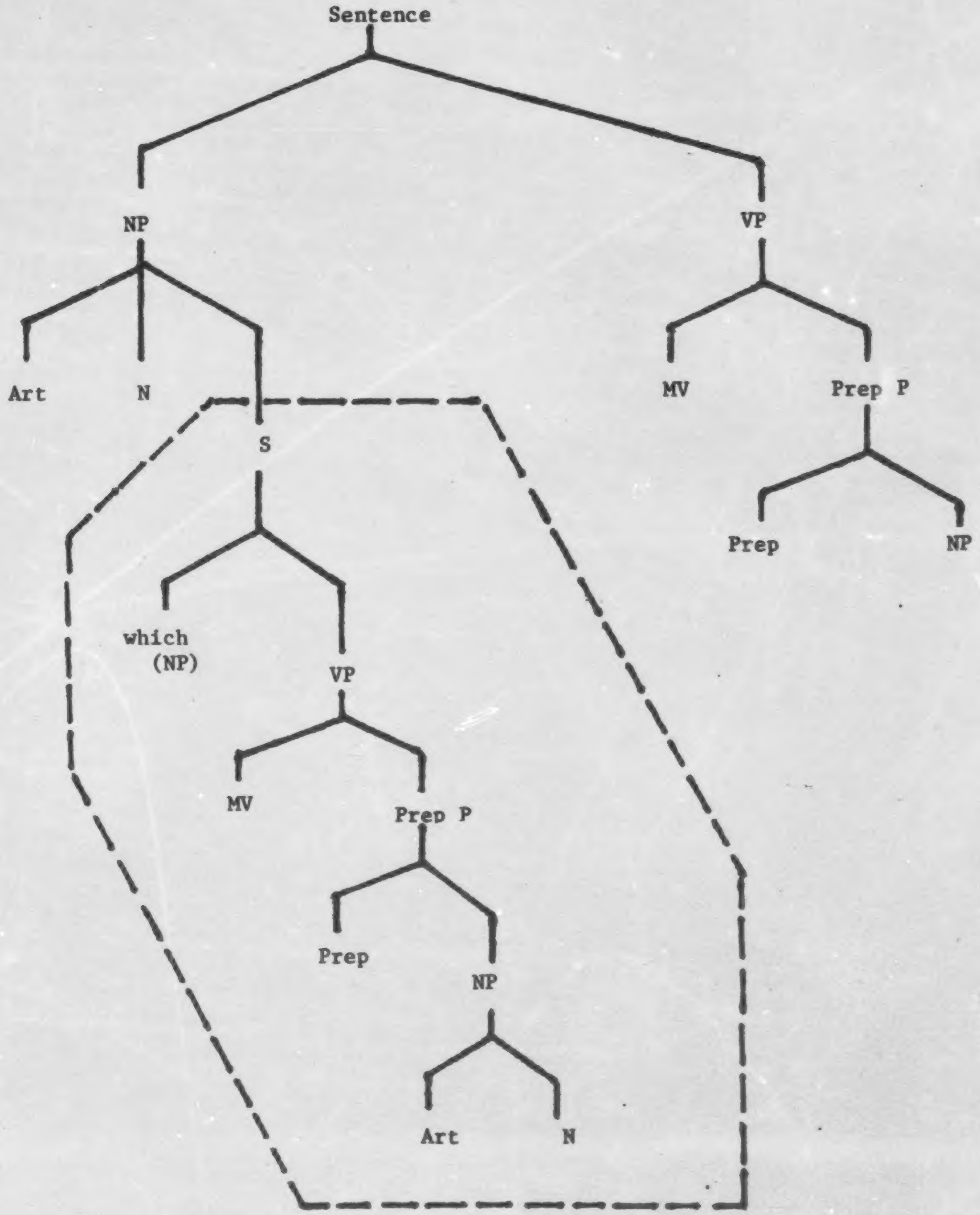
Here is one of those weird cases in English grammar in which a rule is bent



so that it will conform to usage. "Which" in order to make it the subject becomes a PRONOUN. (For those of you who favor the old traditional grammar rules, this was called the antecedent.)

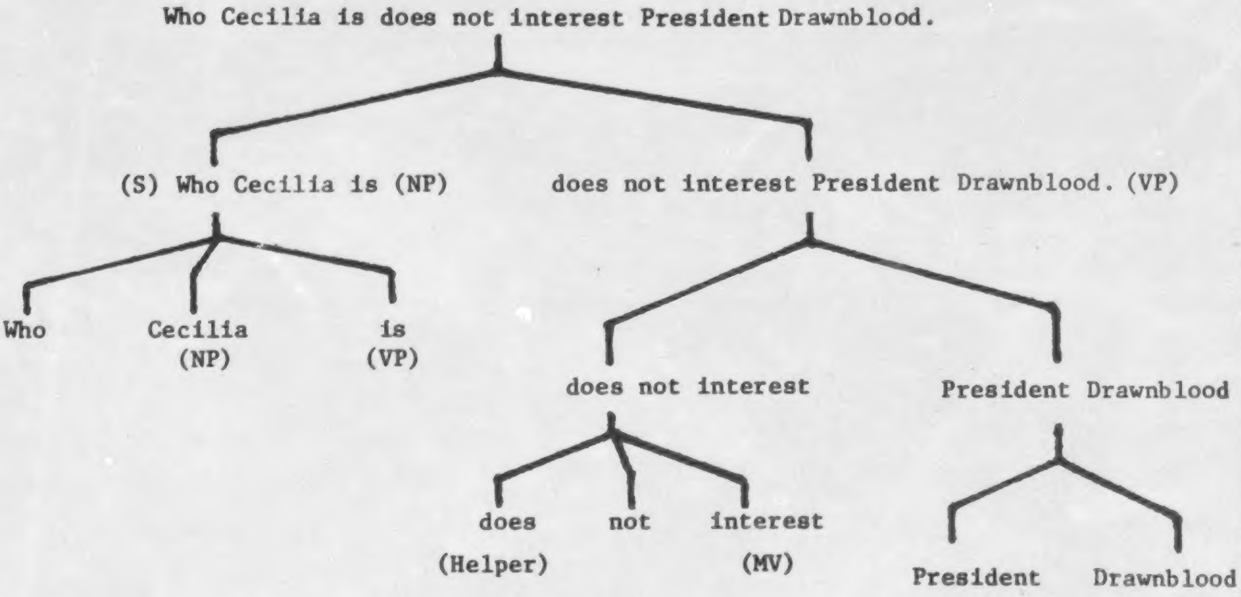
At any rate, since "which" magically becomes a pronoun, it can therefore become the subject of the sentence. Screwy, isn't it?

Now if we were to reduce this to symbols of grammar we would have the following.


Sentence
NP
VP
Art
N
S
which
(NP)
VP
MV
Prep P
Prep
NP
Art
N
MV
Prep P
Prep
NP

Who Cecilia is does not interest President Drawnblood.

"Who Cecilia is" is the noun clause. In this sentence it functions as the ________________ of the sentence. Let's break the sentence down to see how this clause functions as the subject.


Who Cecilia is does not interest President Drawnblood.
(S) Who Cecilia is (NP)
does not interest President Drawnblood. (VP)
Who
Cecilia (NP)
is (VP)
does not interest
President Drawnblood
does (Helper)
not
interest (MV)
President
Drawnblood

Notice that the sentence is broken as usual into the subject (noun phrase—in this case, a clause) and the Verb Part. The only real difference is that the subject here is broken down into another noun phrase and a verb phrase.

On page 334 of The New Building Better English (11), you will find many more examples of the noun clause—because remember a noun has MANY functions in the English language.

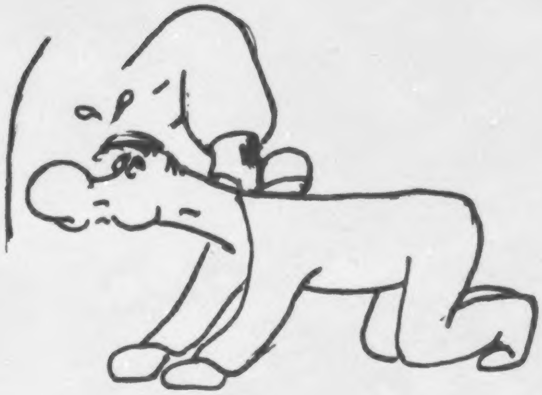
Now let's examine the co-ordinated clause.

All the clauses we have examined to date have been

Dependent CLAUSES

That is, these clauses have not been able to stand by themselves--all alone--as complete sentences. This is mainly due to the introductory words "that," "which," and "who."

Thus, they are subject to the will, control, purpose, and MEANING of the main part of the sentence.



COORDINATE CLAUSES are the opposite. In the coordinate clause--sentence, the sentence consists of two clauses both of which may stand alone as independent sentences but which are linked together by the words "and," "or," "but."

Here is an example

Harry went to the beach and Cecilia went to the mountains.

Let's break it down and examine its structure.

The portion enclosed in the box is, of course, the incomplete clause. Notice carefully that

1. the incomplete clause is structured like a regular sentence.

2. the "which" is located in the position normally held by the Noun Phrase which functions as the subject.

3. the clause is attached to the noun phrase which is the subject. The clause is therefore an Adjective.

The type of clause we have just discussed covers a wide variety of clause types in the old traditional grammar. Among them are the restrictive clauses and appositives. Restrictive clauses come close to what we have examined. Appositive clauses are somewhat different. Here is an example:

> The man, who lives next door, is in the hospital.

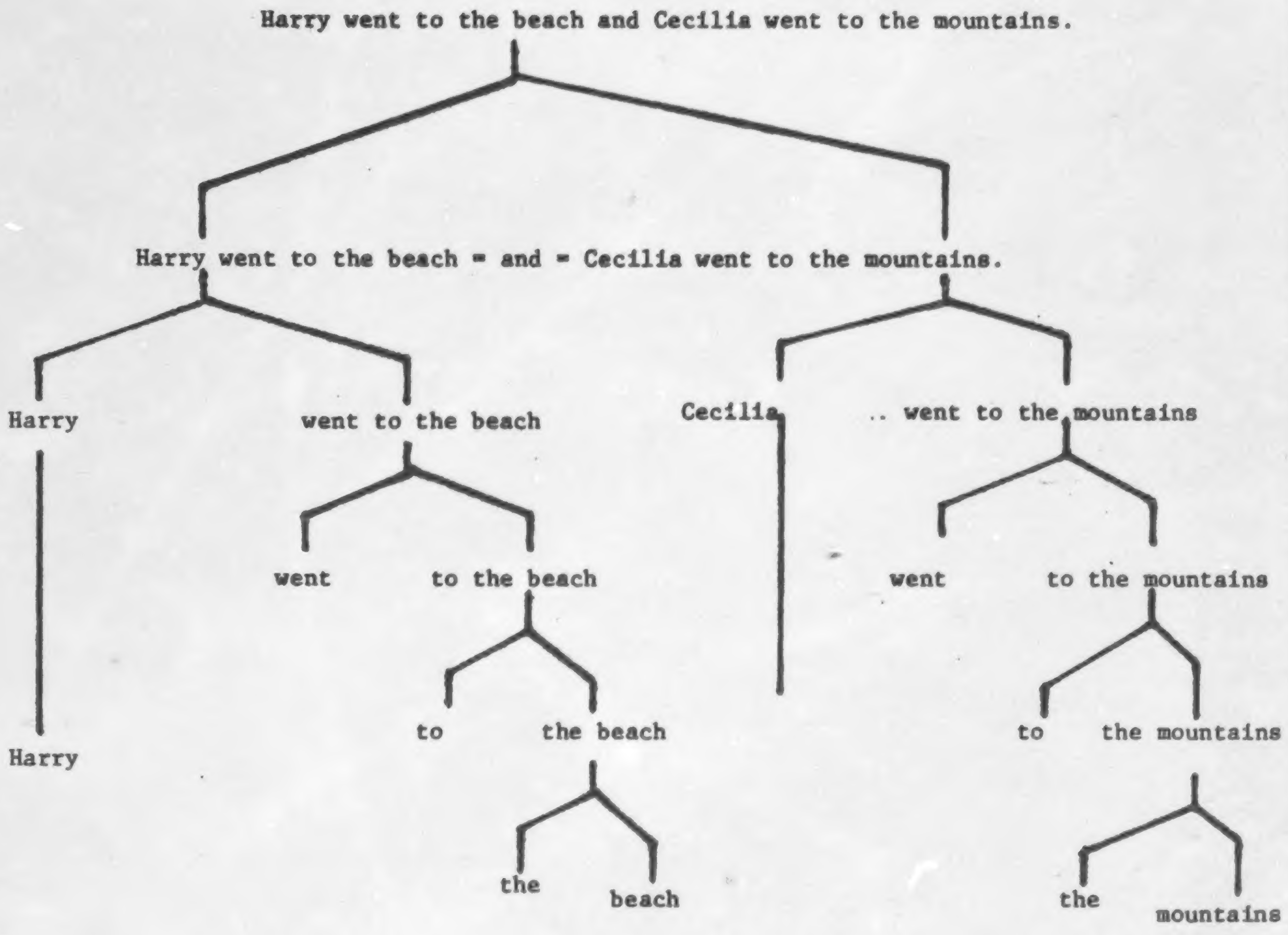
The principal differences are the "who" instead of "which" and the fact that it is set off by commas.

Another type of clause which needs to be looked at is one that you will seldom see. It is generally in an awkward sentence--one that makes you look twice to understand what it says.

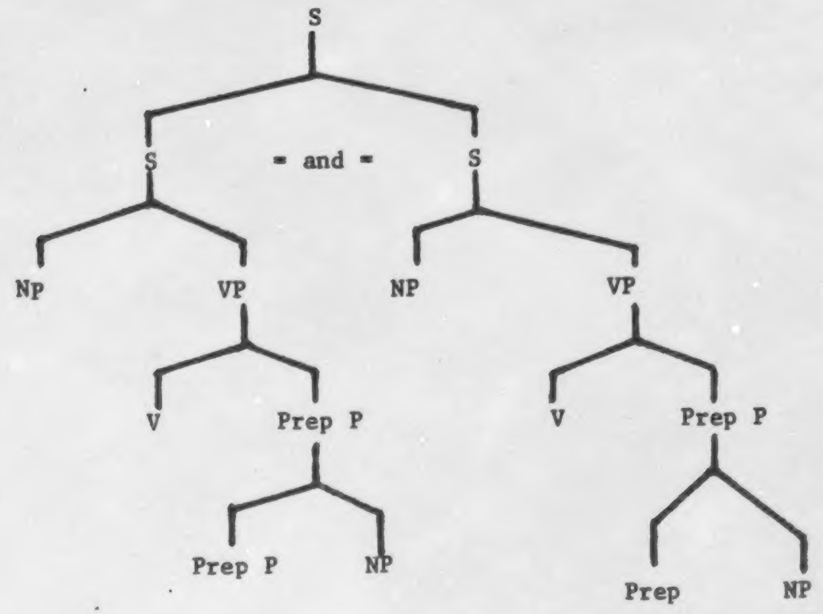
This is the noun clause.

Why not? They got a clause for everything else!

The noun clause is just that! A clause which functions as a noun. Let's look at an example.


Harry went to the beach and Cecilia went to the mountains.
Harry went to the beach = and = Cecilia went to the mountains.
Harry
went to the beach
Cecilia
.. went to the mountains
went
to the beach
went
to the mountains
to
the beach
to
the mountains
Harry
the
beach
the
mountains

Let's use our grammatical symbols to see the functions of the individual parts.



As you can see the two clauses are identical in structure--each is a perfectly formed sentence. The two sentences are simply combined with "and" to make one sentence.

The math people would go batty trying to figure out how

$$1 + 1 = 1$$

but, in this case, it does.

Clear? O. K. Check the references and take the test.

References:

The New Building Better English (9), pp. 395-404, 389-391.

The New Building Better English (11), pp. 333-335.

The Instant English Handbook, pp. 199-236.

Unit 19: Clauses and Phrases

Test 1

Write the answers on the appropriate answer sheet.

I. Identify the clauses in the following sentences as to whether they are subordinated or co-ordinated.

1. When lunchtime arrived, Cecilia took her lunch into the woods. 2. She was not alone because several others joined her. 3. Some brought their lunch and some bought theirs in the canteen. 4. Harry was already there when Cecilia arrived. 5. The squirrels came down from the trees where they had their nests. 6. Cecilia offered a sandwich to one and he refused it. All the squirrels refused Cecilia's sandwich because the sandwich smelled bad. 8. One squirrel that was new to the area ate some of the sandwich. 9. Everyone knew that the squirrel would get sick. 10. They chased the squirrel but it got away. 11. When it had tasted the sandwich, it came back. 12. The squirrel had been sick in its nest which was now a mess. 13. It hopped up into Cecilia's lap where it bit her.

II. In the sentences above, identify the TYPE of subordinated clause (noun, adjective, adverb). Put a 0 if it is a co-ordinated clause.

Unit 19: Clauses and Phrases

Test 1

Answer Sheet

I.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________
11. ____________________
12. ____________________
13. ____________________

II.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________
11. ____________________
12. ____________________
13. ____________________

Unit 19: Clauses and Phrases

Test 1

Answers

I.

1. subordinated
2. subordinated
3. coordinated
4. subordinated
5. subordinated
6. coordinated
7. subordinated
8. subordinated
9. subordinated
10. coordinated
11. subordinated
12. subordinated
13. subordinated

II.

1. adverb
2. adverb
3. 0
4. adverb
5. adverb
6. 0
7. adverb
8. adjective
9. noun
10. 0
11. adverb
12. adjective
13. adverb

Unit 19: Clauses and Phrases

Test 2

Write the answers on the appropriate answer sheet.

I. Identify the sentences with a subordinated clause with an S, those with coordinated clauses with a C.

1. Cecilia put a bandaid on the finger that the squirrel had bitten. 2. Cecilia who was afraid of blood had almost fainted. 3. She later discovered that the squirrel had gotten sicker. 4. It had gotten sick when it bit Cecilia. 5. Cecilia was feeling better and she wanted to play horseshoes. 6. Harry was the only one who would play with her. 7. He got at one end and Cecilia got at the other end. 8. Harry got several ringers but Cecilia kept missing. 9. The people who were watching tried to help her. 10. The game ended when Cecilia hit Harry in the head with a horseshoe.

II. In the sentences above, identify the TYPE of subordinated clause (noun, adjective, adverb). Put a O if it is a coordinated clause.

Unit 19: Clauses and Phrases

Test 2

Answer Sheet

I.

1. ____________________

2. ____________________

3. ____________________

4. ____________________

5. ____________________

6. ____________________

7. ____________________

8. ____________________

9. ____________________

10. ____________________

II.

1. ____________________

2. ____________________

3. ____________________

4. ____________________

5. ____________________

6. ____________________

7. ____________________

8. ____________________

9. ____________________

10. ____________________

Unit 19: Clauses and Phrases

Test 2

Answers

I.

1. S
2. S
3. S
4. S
5. C
6. S
7. S
8. C
9. S
10. S

II.

1. adjective
2. adjective
3. noun
4. adverb
5. O
6. adjective
7. O
8. O
9. adjective
10. adverb

GUIDED STUDIES

ENGLISH

UNIT 20

SENTENCES II

Developed by the
Department of Special Services
Beaufort County Technical Institute

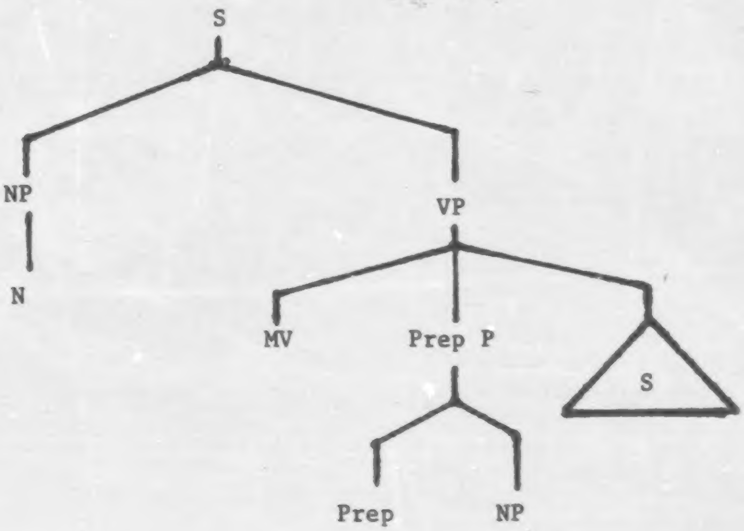
The clause which is a part of the main sentence is _____________. The type of clause is a ____________________ clause (subordinate or coordinate). Since the subordinate clause "which she saw in town" describes "the sweater" it functions as an ________________.

This is basically an adjective clause, so it is subordinate to the noun "sweater." The existence of the clause is Dependent on the existence of the sweater. This is why it is called a subordinate clause _____________a clause "nested" within a sentence.

A sentence with a SUBORDINATE CLAUSE in it is often called a COMPLEX SENTENCE. This is a simple way of saying that a sentence is really screwy--or that the sentence has more than one part to it.

Let's look at another example.

Cecilia slipped on the ice when she came home.



Notice in this example that the is attached to the Verb Phrase! The last example was attached to a Noun Phrase! So since this example is connected to a verb phrase, it must be an ________ clause.

Adverb clauses like the one above are difficult to spot sometimes. Unlike the adjective clause which is generally fixed near the noun it describes, the ADVERB clause has the ability to jump around like a toad-frog on a hot skillet.

There are no clauses within it--and it does NOT require any other words, phrases, or clauses to make it complete. It is complete unto itself!

Likewise

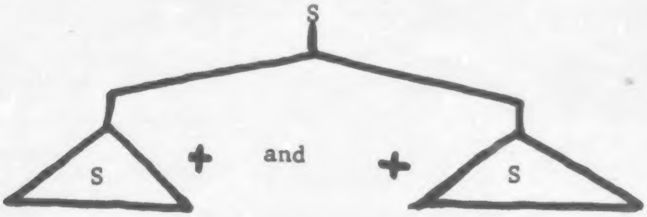
Harry is going to the mountains.

is also complete unto itself.

But what if we want to combine those two sentences and make ONE SENTENCE out of both.

We simply connect them with a conjunction:

Cecilia is going to the beach and Harry is going to the mountains.



As you can see, the above sentence is broken down into TWO equal parts. Both clauses are independent and could stand by themselves.

Why don't they?

They don't stand by themselves because of the nature of the human being. This is just the way that he speaks and writes. He merely feels that he can link to related thoughts together.

Crazy!

What do I mean by saying that? Let's look at our last example since we know that has an Adverb Clause in it.

Original Sentence:

Cecilia slipped on the ice when she came home.

We know that "when she came home" is the adverb clause, so look at the positions it can hold.

When she came home, Cecilia slipped on the ice.

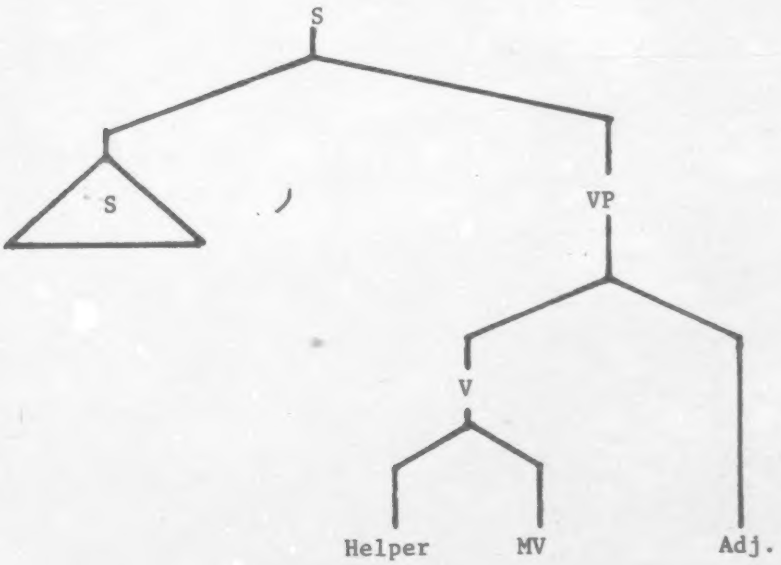
Cecilia when she came home slipped on the ice.

Cecilia slipped when she came home on the ice.

What you must remember is that even though the clause shifts position, it is STILL subordinate or dependent upon the verb of the main clause. Thus, its position on our diagram remains the SAME--that is, still attached to the verb phrase.

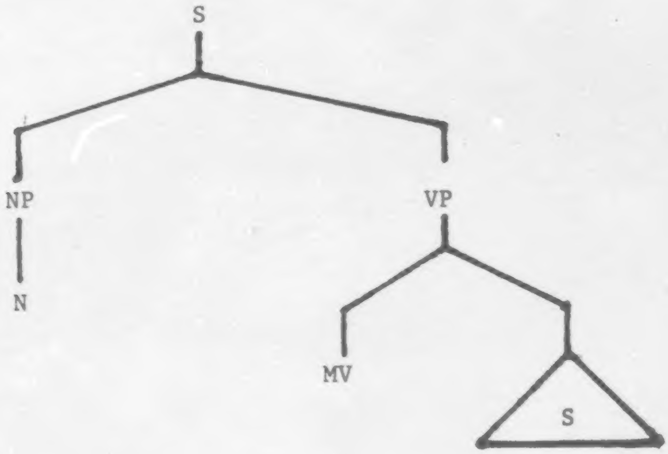
Another type of complex sentence is the noun clause. This one is simple because the whole clause merely takes the place--or FUNCTIONS as a noun.

That Cecilia failed her exams was well known.



Normally, a noun phrase would go where the is.

Cecilia knows that she failed.



Again, the took the place of a noun phrase which was the Direct Object or ACTION RECEIVER.

These have been complex sentences; they all have a clause which is SUBORDINATE TO THE MAIN CLAUSE of the sentence.

The COMPOUND SENTENCE is different from the COMPLEX SENTENCE because the compound sentence has two INDEPENDENT CLAUSES.

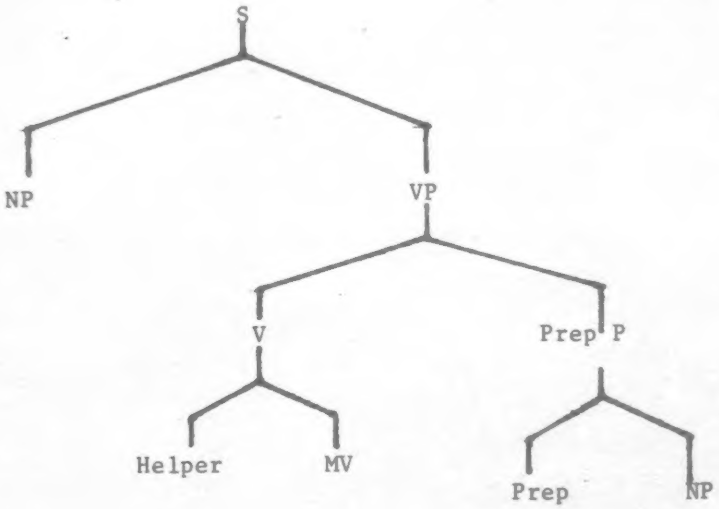
What does this mean?

Well, once upon a time the 13 colonies of America revolted against the British Empire to which they were closely tied. All the people of the colonies were SUBORDINATE to the KING of ENGLAND. Instead, they declared themselves INDEPENDENT and set up the United States of Ammerica--their own INDEPENDENT country.

NIXONS THE
ONE

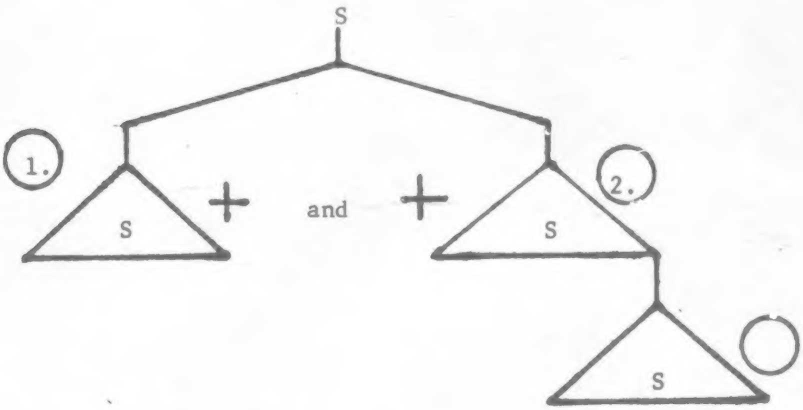
The INDEPENDENT clause is just the same. Here is an example.

Cecilia is going to the beach.


S
NP
VP
V
Prep P
Helper
MV
Prep
NP

O.K. The last type of sentence.

The complex-compound sentence is a combination of the two types we have discussed previously. In essence, the complex-compound sentence has two independent clauses and AT LEAST one dependent or subordinate clause. In other words, without actually seeing such a sentence we know that its structure should look something like so



Blows your mind doesn't it?

Let's fit a sentence to that structure.

For #1, we can say

Cecilia is going to the beach.

For #2 we can say

Harry is going to the mountains.

Now #3 must be subordinate to #2 or the sentence about Harry. The clause can describe "Harry," "is going," or "the mountains." Let's describe the mountains with

#3 which he likes better.

Notice that the "which" is NOT capitalized because it is NOT an independent sentence. "Which" makes the sentence dependent on something else--in this case, the mountains.

So, our final sentence is

Cecilia is going to the beach and Harry is going to the mountains which he likes better.

Let's make a slight change. "And" connects the two major clauses. It will read somewhat better if we change "and" to "but" and have

Cecilia is going to the beach but Harry is going to the mountains which he likes better.

The structure remains the same.

Check the references. The tests will have some material on the simple sentence in them. If you feel you need some review, refer to Unit 17 and do so.

References:

The New Building Better English (9), pp. 389-403.

The New Building Better English (11), pp. 403-404.

The Instant English Handbook, pp. 199-218.

Unit 20: Sentences II

Test 1

Write your answers on the
appropriate answer sheet.

Look closely at the following sentences. Identify the simple sentences with an S, compound sentences with a Cd, complex sentences with a Cx, and Compound-Complex sentences with CC.

1. Cecilia seldom goes to church.
2. When she does go to church, Tyrone is usually directing the choir.
3. Tyrone often goes to church, but Cecilia goes because she likes Tyrone.
4. Tyrone works at Tippette Tech and Cecilia is a student at Tippette Tech.
5. Cecilia and all the students are glad that he does not lead.
6. He just walks around the building.
7. Everyone sees him around but no one knows what he does.
8. Cecilia thinks that he is cute.
9. Because she goes to church, she can see him on Sunday also.
10. She is very shy.
11. She even puts gas in his tank when his car gets low on fuel.
12. Tyrone gets a gas out of that.

Unit 20: Sentences II

Test 1

Answer Sheet

1. __________
2. __________
3. __________
4. __________
5. __________
6. __________
7. __________
8. __________
9. __________
10. __________
11. __________
12. __________

Unit 20: Sentences II

Test 1

Answers

1. S
2. Cx
3. CC
4. Cd
5. Cx
6. S
7. Cd
8. Cx
9. Cx
10. S
11. Cx
12. S

Unit 20: Sentences II

Test 2

Place your answers on the
appropriate answer sheet.

In the following sentences, identify only the complex sentences with a Cx. Write a 0 for any other type of sentence.

1. Cecilia joined the women's softball team at Tippette Tech.
2. That she couldn't play did not matter to them.
3. They needed a strong arm on the team.
4. Because she had such long legs, Cecilia could run fast also.
5. Her main problem was that she could not hit the ball.
6. She got more home runs because she hit the ball with her head.
7. She could knock it a mile with her head.
8. Everyone said that she could use her head.
9. Why she wanted to use her head, no one knew.
10. When she was playing last Spring, an umpire called her out.
11. Cecilia got really angry.
12. With a bang she hit him with her head.
13. The umpire was knocked into the outfield and he was never seen again.
14. Cecilia's head which a judge called a dangerous weapon has been banned from the games.

Unit 20: Sentences II

Test 2

Answer Sheet

1. ____________
2. ____________
3. ____________
4. ____________
5. ____________
6. ____________
7. ____________
8. ____________
9. ____________
10. ____________
11. ____________
12. ____________
13. ____________
14. ____________
15. ____________

Unit 20: Sentences II

Test 2

Answers

1. 0
2. Cx
3. 0
4. Cx
5. Cx
6. Cx
7. 0
8. Cx
9. Cx
10. Cx
11. 0
12. 0
13. 0
14. 0

GUIDED STUDIES

ENGLISH

UNIT 21

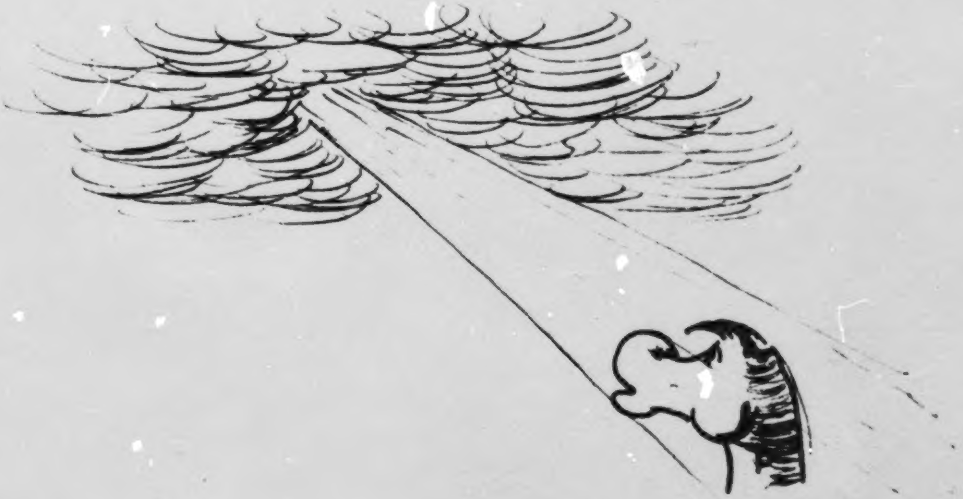
SENTENCES III

Developed by the
Department of Special Services
Beaufort County Technical Institute

Unit 21: Sentences III

Objective: When the student has completed this unit, he will identify the basic patterns of sentence construction in a group of sentences.

This unit contains a startling revelation.

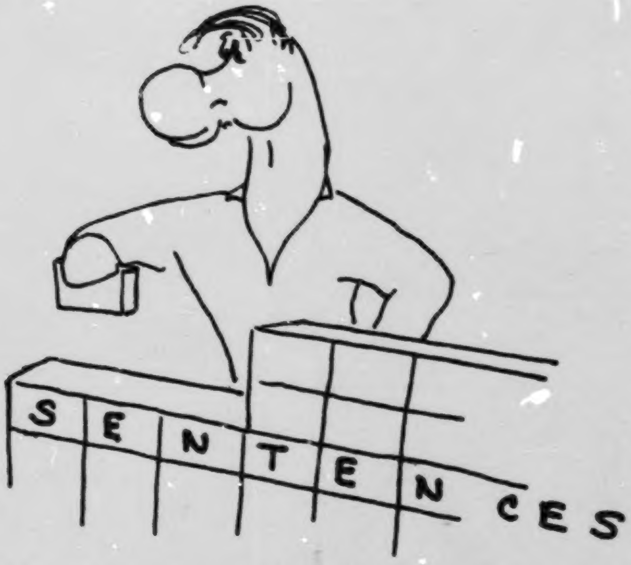


A sentence is a STRING of words. The words are organized into a certain PATTERN. This pattern or organization enables us to derive a MEANING from the sentence--to understand WHAT the sentence says. So the PATTERN of a sentence is very important.

Suppose you wanted to make a dress or a suit at home on the sewing machine. You would go downtown and buy a pattern and some material at a store. You would then take the pattern home, use it to cut out the material, and then sew it all together. If you were not quite satisfied with the result, you could add certain things to the basic pattern or take them away. For example, suppose you made a pair of pants. The pattern called for cuffs on the bottoms. If you did not want cuffs, you could leave them off the finished product--BUT THE BASIC PATTERN WOULD NOT BE CHANGED.

Since we can identify basic patterns in sentences, we can therefore present some basic constructions or patterns from which ALL are made.

The best part of all is that there are only 6 basic patterns. If you know these 6 basic patterns, you should be able to develop your power of constructing and analyzing sentences.



The patterns and the examples on the following pages account for over 90% of ALL English sentences.

Pattern No. 1

This pattern is the simpliest; it is simply a noun or a verb.

N + V

The instructor + shouted.

We can expand this pattern to

THE old INSTRUCTOR at Tippette Tech SHOUTED fiercely at the students.

THE old INSTRUCTOR sitting in the room SHOUTED in anger when the students began talking.

THE school INSTRUCTOR SHOUTED viciously to gain attention.

Do you see how easy that is. A lot has been added to the original pattern. Yet, the basic pattern of N + V remains the same.

Pattern No. 2

With this pattern, the sentence is expanded to include a direct object (or action receiver).

N + V + N

The lady + won + the prize.

THE old LADY in the black dress WON THE PRIZE for her beer brewing.

THE little LADY wearing the black dress easily WON THE beauty PRIZE, which had been donated by local merchants.

THE ugly LADY who was wearing a black dress WON THE PRIZE given by local merchants.

THE Everette LADY WON THE first PRIZE for writing a story about the South.

Pattern No. 3

This pattern introduces another noun following the verb which is the indirect object (or the target object). Notice that it comes between the Verb and the Direct Object.

N + V + N + N

The president + gave + Cecilia + a grade.

Pleased with her work at Tippette Tech, THE PRESIDENT GAVE CECILIA a generous GRADE.

The test quota achieved, THE PRESIDENT GAVE hard-working CECILIA A GRADE.

THE institute PRESIDENT GAVE CECILIA A well-deserved GRADE, but the other students received no raise.

Pattern No. 4

Here we introduce the Adjective as a part of the basic pattern.

N + V + N + Adj.

The class + thought + the test + difficult.

THE afternoon CLASS, drowsy after eating, THOUGHT THE unannounced TEST DIFFICULT.

THE kindergarten CLASS at Tippette Tech THOUGHT THE finger painting TEST DIFFICULT.

THE inattentive senior CLASS sincerely THOUGHT THE math TEST DIFFICULT.

THE science CLASS that met in the last hour THOUGHT THE unannounced TEST DIFFICULT.

Pattern No. 5

Here we introduce once again the Linking Verb. This is the verb which is really nothing more than an equal (=) sign. It is usually some form of the verb "to be."

N + LV + N

Miss Everette + is + a teacher.

MISS EVERETTE, who comes from Washington, IS A young TEACHER.

The lovely MISS EVERETTE IS A secretarial TEACHER working toward her F.R.A.S. Degree at the University.

Miss Everette IS A secretarial TEACHER chosen by the committee to marry one of its members.

Pattern No. 6

N + LV + ADJ.

The day + was + hot.

THE last DAY of school WAS frightfully HOT during the afternoon.

THE DAY before WAS so HOT that Cecilia wilted.

THE DAY of the school picnic WAS very HOT before the sun went down.

THE DAY that they selected for graduation WAS too HOT for most of the students.

The examples given for each pattern are ONLY examples. There are an infinite variety of combinations of clauses, phrases, and words that can be added. But despite all that can be added, the BASIC PATTERN OF THE SENTENCE REMAINS THE SAME.

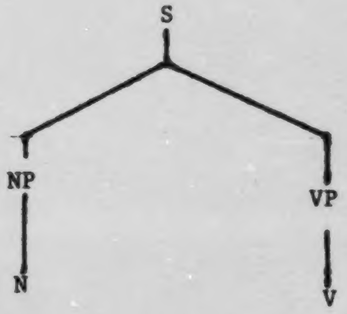
Look closely at all the basic patterns. You will notice that only 3 parts of speech are used.

BUT THERE ARE 8 PARTS OF SPEECH!

There are 8 parts of speech. But if we look closely we will see that the basic sentence pattern does not need more than 3. The adverb is really an ADJECTIVE that describes a verb. The core of the Prepositional Phrase is a NOUN. The pronoun is just a strange NOUN form--and so on, and so on.

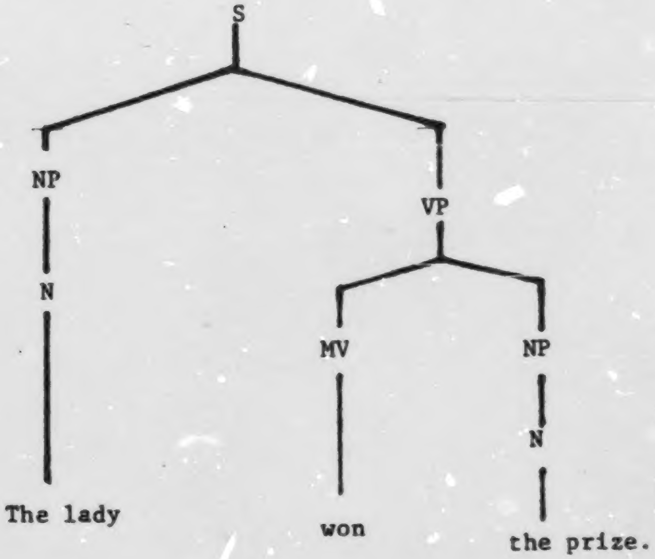
Let's look at the branch diagrams of these patterns.

Pattern No. 1

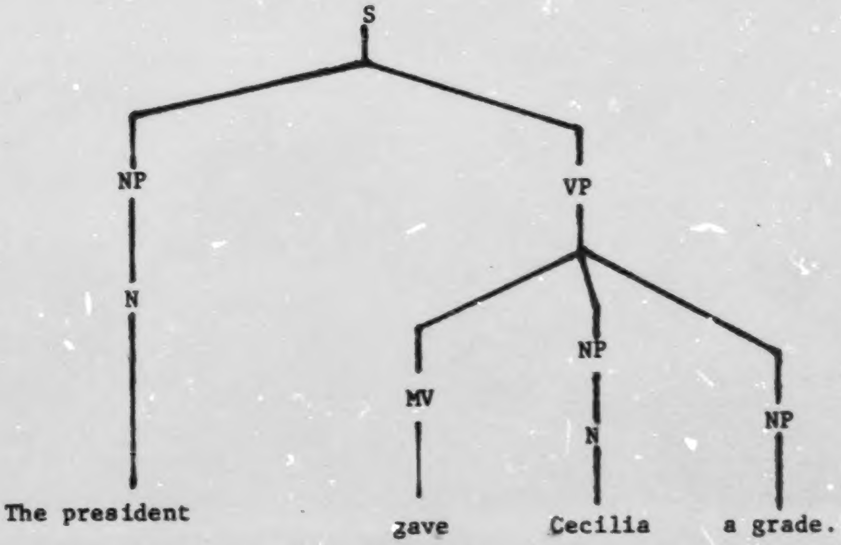


The instructor shouted.

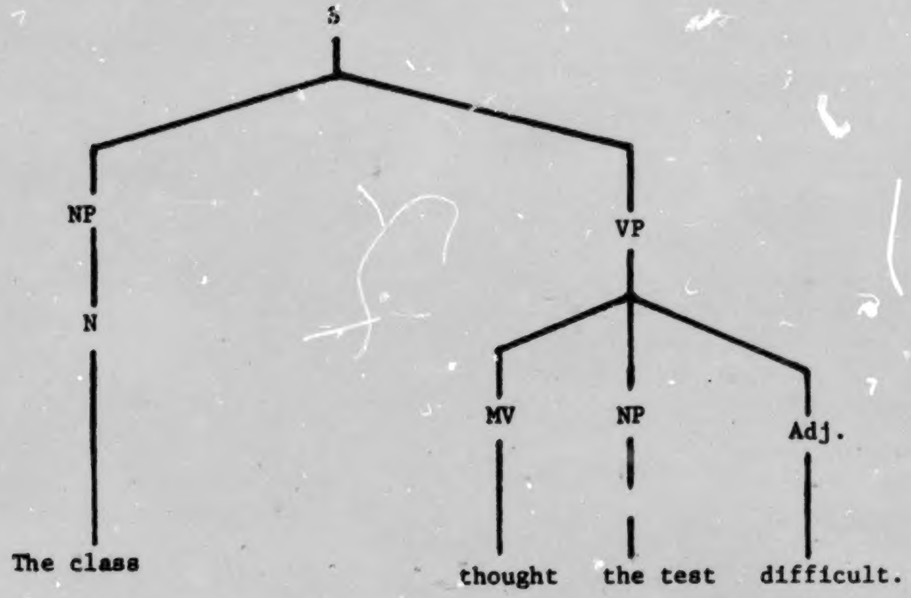
Pattern No. 2


S
NP
VP
N
MV
NP
N
The lady
won
the prize.

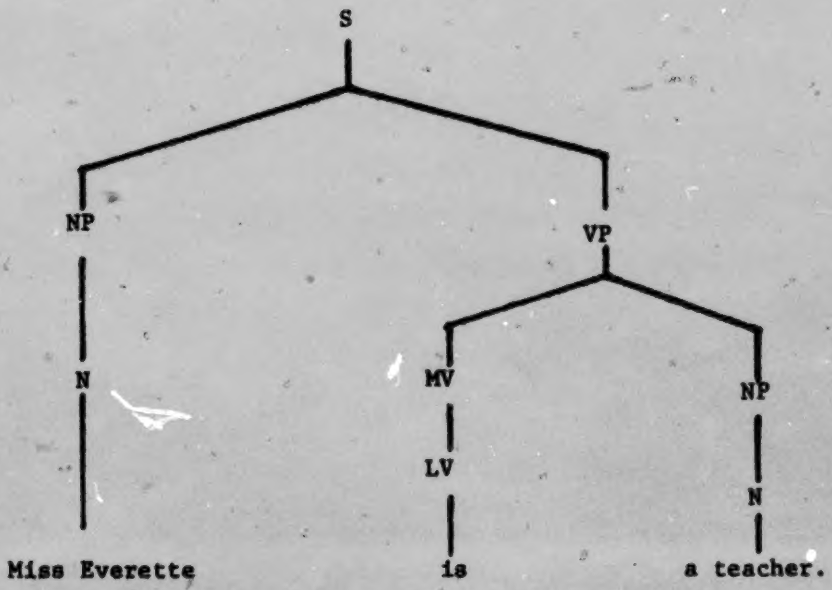
Pattern No. 3


S
NP
VP
N
NP
MV
N
NP
The president
gave
Cecilia
a grade.

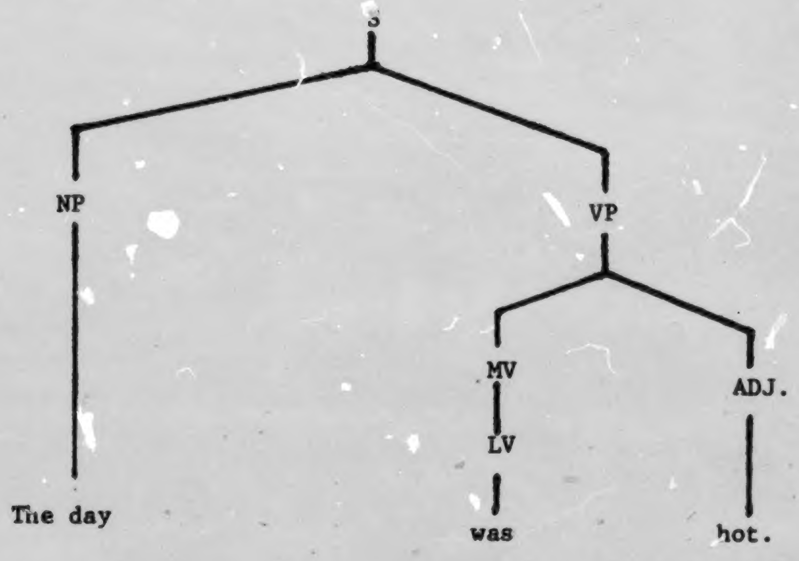
Pattern No. 4


S
NP
VP
N
MV
NP
Adj.
The class
thought
the test
difficult.

Pattern No. 5


S
NP
VP
N
MV
NP
LV
N
Miss Everette
is
a teacher.

Pattern No. 6



It is important that you understand these sentence patterns and be able to recognize them. As I stated before nearly all the sentences that you will see in your lifetime will be based on three patterns. The expanded examples have shown how these patterns can be DEVELOPED into full-blown sentences. All that we added is really little bits of junk which can be added to either one side of the diagram or the other--to the NP branch. By knowing which side this stuff belongs, you can readily construct perfect sentences.

O.K. Let's try the test on sentence patterns.

Unit 21: **Sentences** III

Test 1

Write your answer on the appropriate answer sheet.

Identify the BASIC SENTENCE PATTERN used in the following sentences. You may refer back to the unit.

Example: The teacher was dumb. Answer: N + LV + ADJ.

1. Cecilia was unhappy with her grades.
2. Last quarter, she received all A's.
3. This quarter, she bombed out of class.
4. All of her instructors were good-looking.
5. She did not give them her term papers.
6. So they gave her bad grades.
7. She was not a good student.
8. Because she was so stupid, Cecilia forgot the test dates.
9. One instructor who was very handsome liked her very much.
10. He still gave a bad grade.
11. Cecilia's face got very red from anger.
12. She put a laxative in his coffee.
13. He thought the coffee strange.

Unit 21: Sentences III

Test 1

Answer Sheet

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________
11. ____________________
12. ____________________
13. ____________________

Unit 21: Sentences III

Test 1

Answers

1. N + LV + Adj.
2. N + V + N
3. N + V
4. N + LV + Adj.
5. N + V + N + N
6. N + V + N + N
7. N + LV + N
8. N + V + N
9. N + V + N
10. N + V + N
11. N + LV + N
12. N + N + N
13. N + V + N + Adj.

Unit 21: Sentences III

Test 2

Write your answers on the
appropriate answer sheet.

Identify the BASIC SENTENCE PATTERN used in the following sentences. You may refer back to the unit.

Example: The teacher was dumb. Answer: N + LV + ADJ.

1. Cecilia nodded when the instructor asked her a question.
2. She really did not know the answer.
3. She was nodding because she was just about asleep.
4. Cecilia did get the right answer.
5. The answer was yes.
6. When she nodded in her sleep, the instructor thought that she was giving him the answer.
7. Soon Cecilia began snoring.
8. She was really loud.
9. The instructor was very angry at her.
10. He could not wake her up.
11. She just curled up on the floor.
12. The instructor cried.
13. He gave the whole class a bad grade.

Unit 21: Sentences III

Test 2

Answer Sheet

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________
11. ____________________
12. ____________________
13. ____________________

Unit 21: Sentences III

Test 2

Answers

1. N + V
2. N + V + N
3. N + V
4. N + V + N
5. N + LV + N
6. N + V + N
7. N + V
8. N + LV + ADJ.
9. N + LV + ADJ.
10. N + V + N
11. N + V
12. N + V
13. N + V + N + N

GUIDED STUDIES

ENGLISH

UNIT 22

SENTENCES IV

Developed by the
Department of Special Services
Beaufort County Technical Institute

Unit 21: Sentences IV

Objective: When the student has completed this unit, he will identify subordinate clauses in a group of complex sentence structures.

We are going to examine a few of the more complicated aspects of sentences and clauses here. As we have looked at sentences and clauses, the subject material has become steadily more difficult and, understandably so, more idiotic.

Well, hold onto your hat, because it is going to get a lot worse.

Grammar would be easy if there wasn't such a wide variety of sentence combinations. For example, the next sentence YOU say could be the first time that sentence was ever spoken in the English language. There are so many possible word combinations and grammatic influences that nearly every sentence becomes unique. We are going to examine a few of those influences in this unit.

The first thing we are going to look at will be more in the way of clearing up a point than introducing a new one.

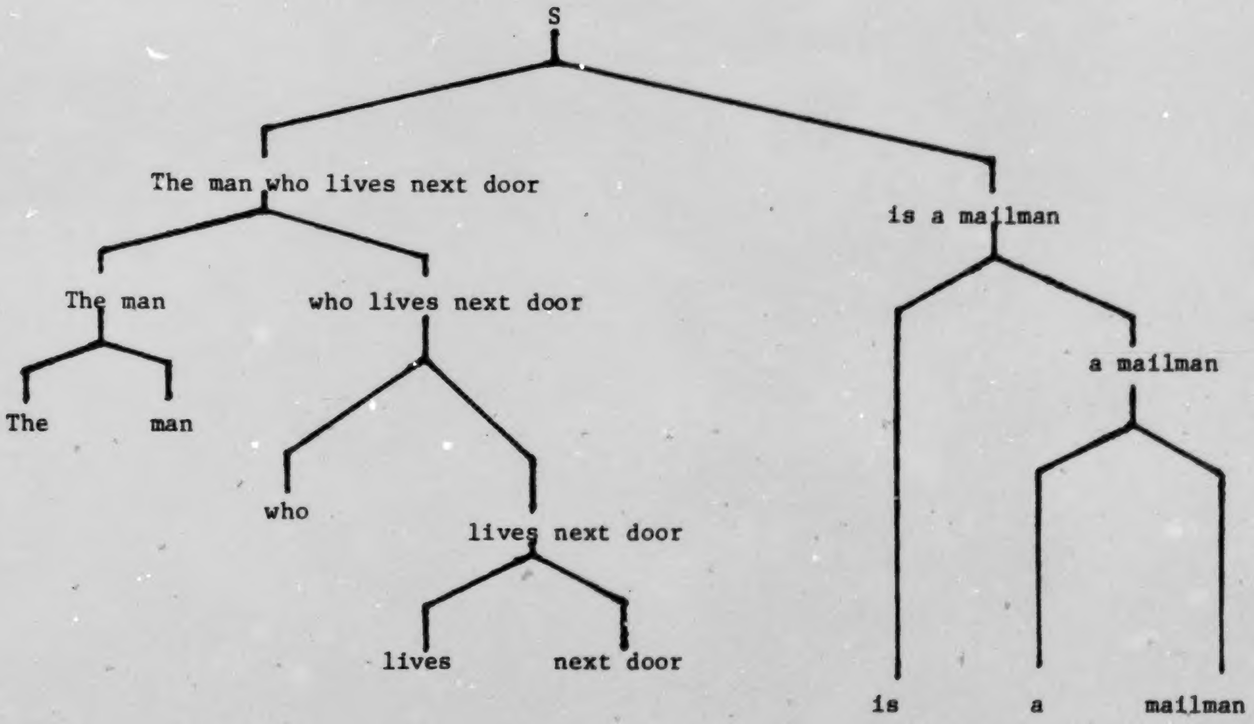
If you will remember, a couple of units back we looked at clauses--in particular we looked at an adjective clause that we called an INCOMPLETE clause. We found that this was a clause that used the words "which" or "who" as the introductory element to the SUBORDINATE clause and as the SUBJECT of the clause.

How can that be explained in such terms that it will not be a mind blower?

Let's look at an example:

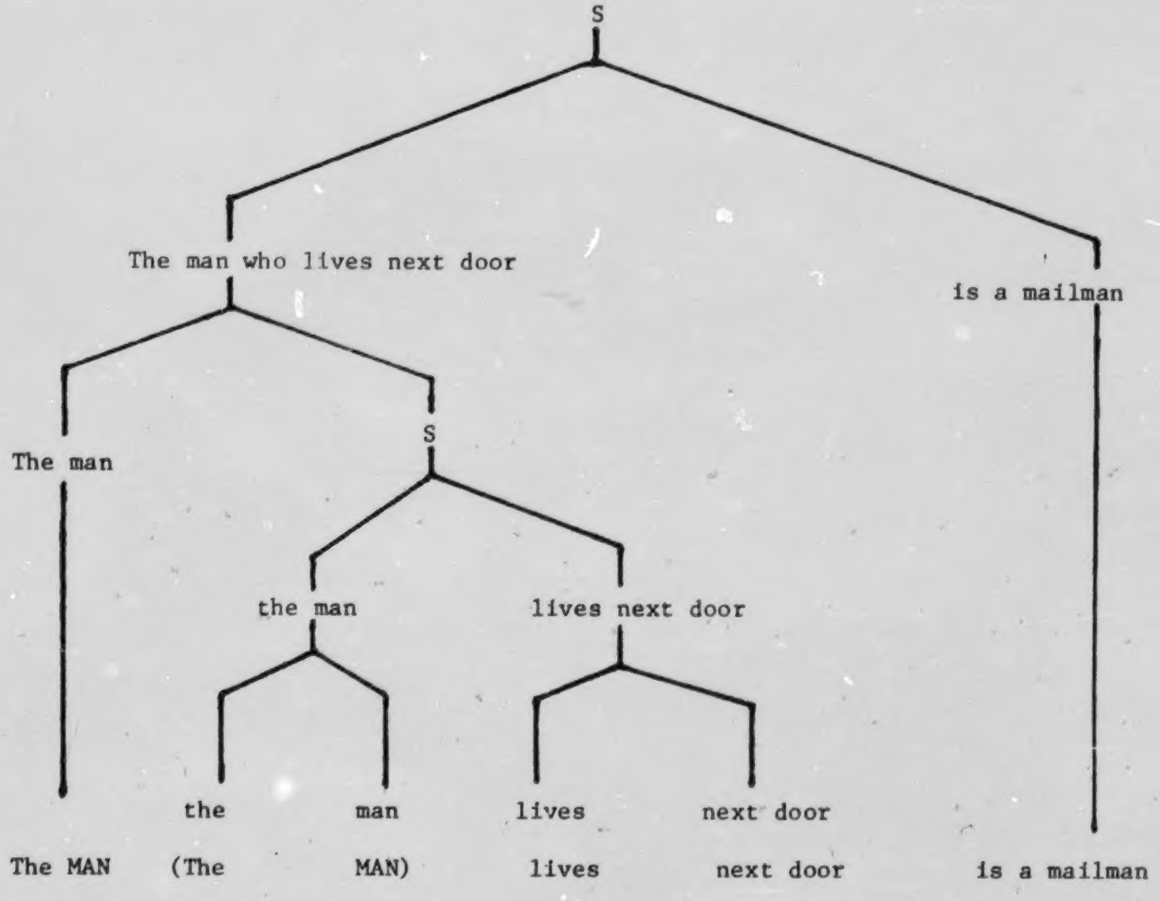
The man who lives next door is a mailman.

This breaks down on the diagram as


S
The man who lives next door
is a mailman
The man
who lives next door
a mailman
The
man
who
lives next door
lives
next door
is
a
mailman

How do we explain "who" as a pronoun? We know from the "old rules" that it is ended a pronoun--specifically a RELATIVE PRONOUN.

Let's change the diagram slightly.


S
The man who lives next door
is a mailman
The man
S
the man
lives next door
the
man
lives
next door
The MAN
(The
MAN)
lives
next door
is a mailman

Since we know (or, at least, should know) that a subordinate clause has a subject and clause, we must MAKE the subject of the clause CHANGE into the subject that it actually is!

Thus, the resulting sentence that we have above is what the sentence is REALLY SAYING! As a result, our subordinate clause changes into a true-blue-dyed-in-the-wool sentence. It has a subject we can understand, "the man," and a verb, "lives." This does NOT change the fact that it is still a SUBORDINATE clause.

But, can we say

THE MAN THE MAN LIVES NEXT DOOR is a MAILMAN.

Our friends would think that we had a bad stuttering problem.

So what we need is either an introductory word to introduce and smooth out the clause. Unfortunately, whatever you use, you will still be stuck with the stuttering repetition of "THE MAN"______and it's not very smooth reading or easy to say.

Since the repetition of "the man" is our problem, we must replace "the man" with something else. If you will recall, the only thing that can replace a noun is a ______________ or a clause. Well, we already have a clause (that's what is giving us the hard time), so a pronoun is what we need.

But none of the regular pronouns will work!

So the speakers of the English language many years ago originated the words "who," "which," and "that" to fill the gaps.

Here is what happens:

The + man + the + man + lives + next + door + is + a + mailman.

who

The + man + who + lives + next + door + is + a + mailman.

"The man" of the subordinate clause is changed to "who."

This is called a TRANSFORMATION. Transformation means changed. This is what happened. "The man" has been transformed into "who." There are many such TRANSFORMS in the English language. This one is called a RESTRICTIVE clause TRANSFORM and may be represented as

The man (the man lives next door) is a mailman. ⇒

The man who lives next door is a mailman.

The ⇒ means a transformation has taken place.

This particular type of clause is also an adjective clause. Thus, it COULD undergo another transformation.

The man (the man lives next door) is a mailman. ⇒

The man next door is a mailman.

Why don't you try a transform. Here is the basic sentence with its subordinate clause.

The girl (the girl has blonde hair) wears a wig.

The transformed sentence would be ⇒ ____________

____.

The answer is

The girl who has blonde hair wears a wig.

The same process works with "Which."

But what about the complete clause which uses "that" and "which." As in

The coat which you bought was lost.

This case calls for (and get this)

the Wh-Transformation.

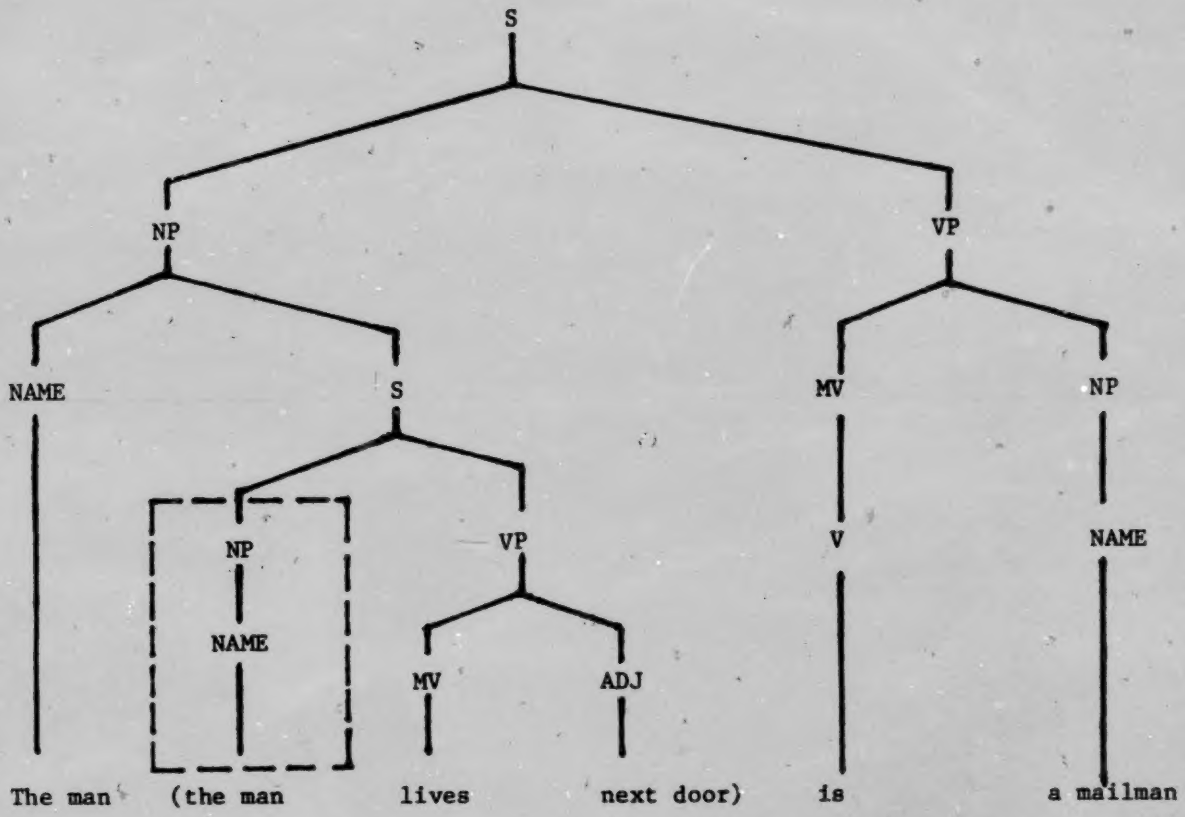
It works like this

The coat (you bought wh + coat) was lost ⇒

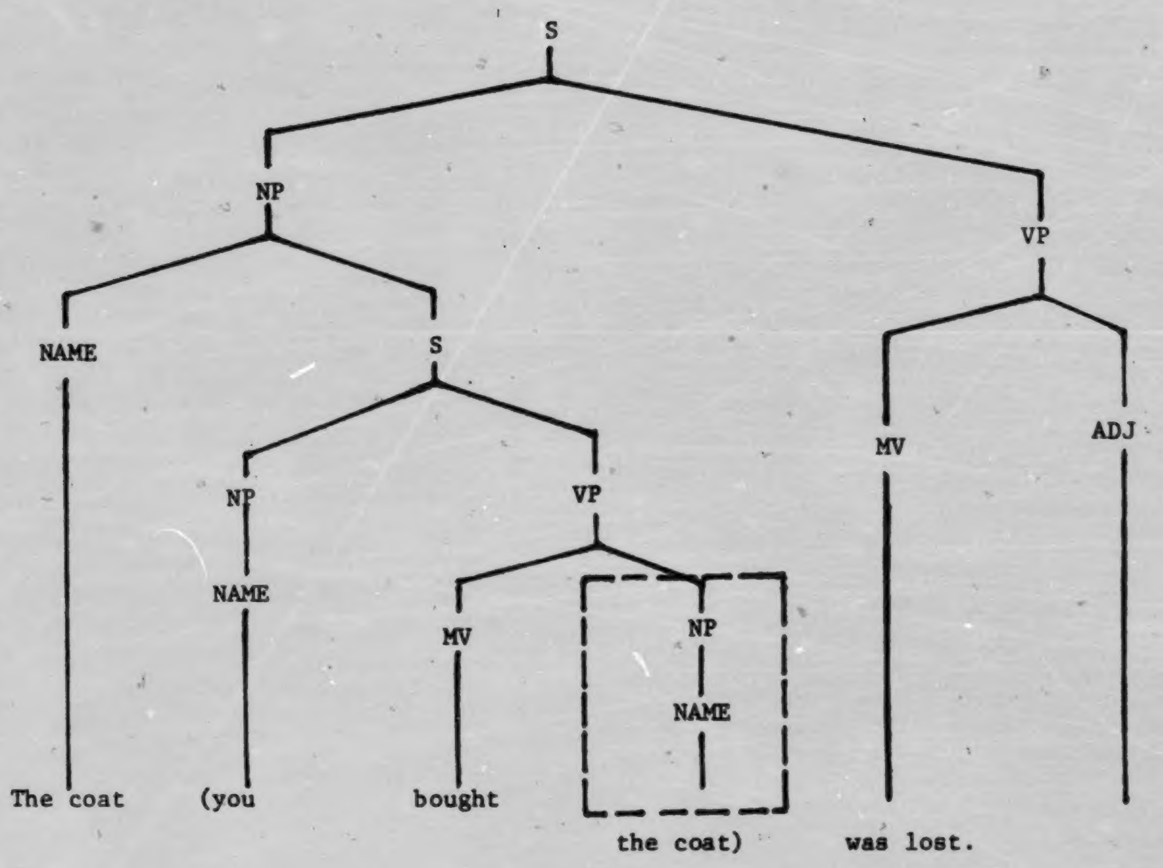
The coat which you bought

Notice that there is a crucial difference between the restrictive transformation and the Wh-transformations. The Restrictive Transformation transforms the subject of the clause and the Wh-transformation transform the object of the clause. So we have a very DISTINCT and remarkable difference between the two.

We can thus modify our tree diagrams to this


S
NP
VP
NAME
S
MV
NP
NP
VP
V
NAME
NAME
MV
ADJ
The man
(the man
lives
next door)
is
a mailman

OR


S
NP
VP
NAME
S
MV
ADJ
NP
VP
NAME
MV
NP
NAME
The coat
(you
bought
the coat)
was lost.

and as we have seen. the two transforms then change the two sentences into their final form.

There will not be a test on this unit. But be sure you trace each line of the diagrams so that you can understand where each of the parts come from.

GUIDED STUDIES

ENGLISH

UNIT 23

SENTENCE INTONATION AND PUNCTUATION I

Developed by the
Department of Special Services
Beaufort County Technical Institute

Unit 23: Sentence Intonation and Punctuation

Objective: When the student has completed this unit, he will correctly punctuate a group of sentences using the intonation patterns

Definition: Intonation is the specific voice sounds and body movements that characterize spoken language.

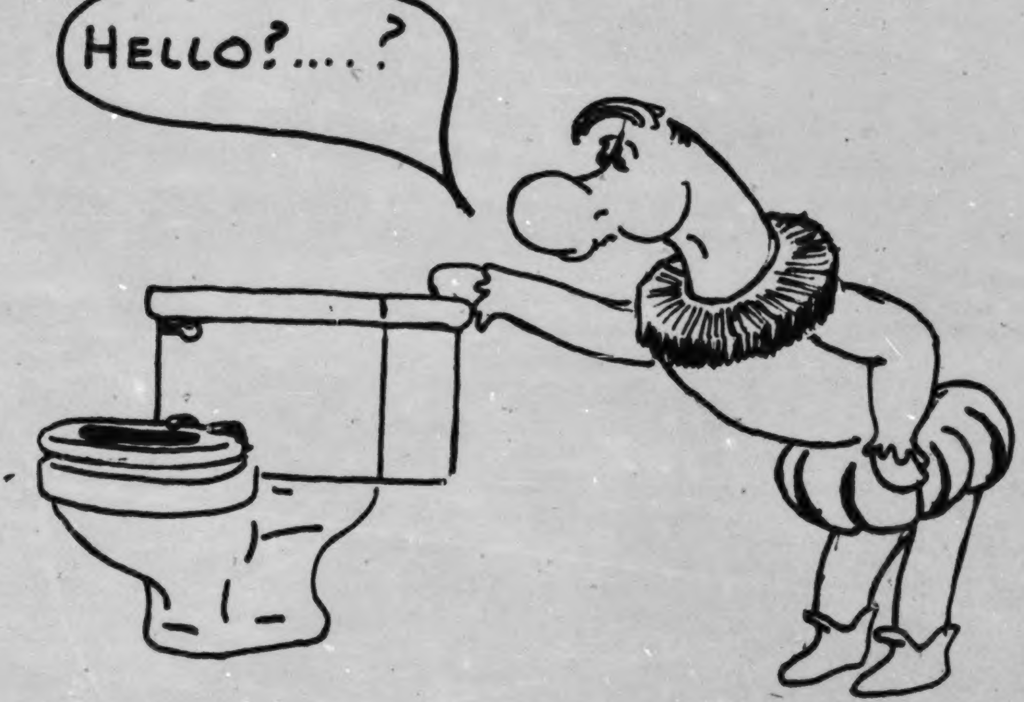
Do you remember in school when you came across a sentence in your writing--or someone asked you about a sentence--and you said

"It doesn't sound right?"

You bet Your Doggies

Well, this is what we are going to talk about in this unit--and that is what the definition above is all about, because in some cases, but not all, intonation or the "sound" of a sentence is closely related to the punctuation marks that belong in the sentence.

Unfortunately, punctuation as we know it is largely a set of randomly picked symbols devised by printers in the 16th century. In other words, the comma, the period, the colon, the semicolon and what-have-you were thought up by a bunch of people who knew little about the language in a time before the invention of the toilet.



Modern grammars have taken this practice and made them into law. Hence, sometimes they are complicated, and others not.

Before we actually get started, let's introduce some more symbols (as if you really needed any more).

This is a single-bar juncture /. This single-bar juncture is used to identify a brief pause which occurs within a sentence. It is a short moment of relaxation in speaking.

Can you guess what punctuation mark this corresponds to?

This is an end-stop #. The end-stop represents the conclusion and abrupt end of a sentence.

What is this symbol equal to?

These symbols are used only for analyzing the SOUND PATTERN within a sentence. There are patterns which are independent of these two symbols above, however.

Let's look at an example or two.

Cecilia received a promotion?

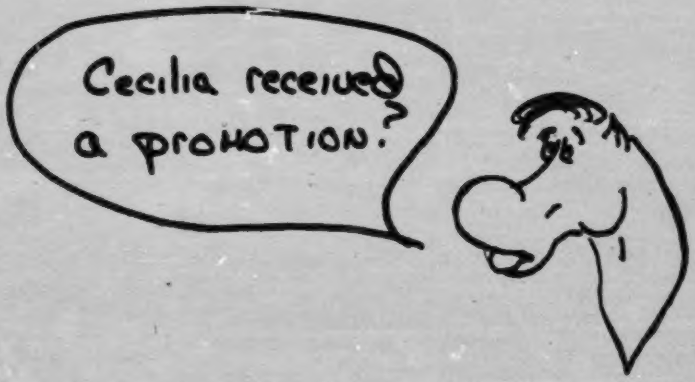
Pronounce this sentence out loud. Ignore the people around you.

Notice the punctuation. It is a question mark. Now pronounce the sentence again--place special emphasis on those parts of the words which are raised.

They are raised to show an increase in your voice level.

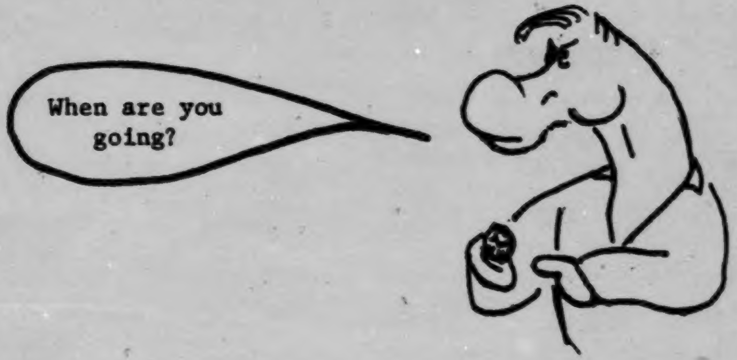
Thus "Cecilia" is pronounced evenly. The "re" of the word "received" is given a little more emphasis--that is, you raise your voice on "re" just a little. The rest is pronounced evenly until you get to the "motion" in the word "promotion." The "MO" is raised way above everything else. Beginning with the "t" your voice gets lower.

The tone of this sentence is one of disbelief--as if you were passed over for promotion.


Cecilia received a proMOTION?

Let's look at another example.

Wh$_{\text{en}}$ are you $^{\text{go}}$i$_{\text{ng?}}$


When are you going?

Remember the parts of the words which are raised mean that you must raise your voice the same amount that the letters are raised.

Now let's get down to the nitty-gritty subject matter of this unit.

The man who lives next door is a crook#

Mr. Smith who lives next door is a crook#

One of the sentences above requires the use of the single-bar juncture (/)--because a pause or rather two pauses are built into the sentence.

They are not there simply because I SAY THEY ARE THERE. They are there because YOU put them there. Why do you put them there? This is just the way our brains are constructed. We have grown up from toddlers to adults.

Pronounce the two sentences. Be sure to pronounce them out loud--so that you can hear your voice. Say the sentence as if you were actually saying them to someone.

If you cannot identify a pause in either sentence, give this to a friend nearby and have him or her pronounce them--out loud.

Here is the answer.

1. The man who lives next door is a crook#
2. Mr. Smith/who lives next door/is a crook#.

Sentence #1 flows smoothly straight through with very little variation. It could be written as

The man who lives $^{\text{n}}$ext door is a $^{\overset{\text{c}}{\text{r}}}$ook.

As you can see, the intonation of the sentence varies only a little. Now look at Sentence #2.

Mr. Smith who lives next door is a crook

Notice the difference of intonation between "The man" and "Mr. Smith." In fact, the whole little clause "who lives next door" in Sentence #2 has slightly more emphasis PLUS the fact that it is distinctly set off from the who sentence by a beginning pause and a end pause.

If you were to give this sentence the correct punctuation, it would be

#2 Mr. Smith, who lives next door, is a crook.

Sentence #1, since it does not have the pauses would be

#1 The man who lives next door is a crook.

Now let's look at a different but similar example.

#1 The Irish poet Yeats wrote a poem#

#2 Yeats the Irish poet wrote a poem#

Pronounce the sentences out loud and decide where the outstanding pauses are. Place the single-bar junctures in the appropriate place.

The correct one is #2

Yeats/the Irish poet/wrote a poem#

Do you hear the pauses where the single-bars (/) are located? Say the sentence over and over until you do hear them.

The correct punctuation of this sentence is

Yeats, the Irish poet, wrote a poem.

The first sentence did not have a pause, so its punctuation would be

The Irish poet Yeats wrote a poem.

The two parts in the two examples we have seen that have been separated from the sentence by commas and pauses are

First Example: the nonrestrictive adjective clause

Second Example: the appositive

A simple definition of the nonrestrictive is a clause that simply provides some additional information to the sentence but is not really necessary. In other words you can do without it altogether without hurting the sentence. The appositive is the same except that it is a phrase instead of a clause.

Generally, this type of clause and phrase are punctuated with commas. In normal speech, you would punctuate it with pauses in speaking. Brief pauses to be sure but pauses nonetheless.

What are some other cases in which pauses help us with our punctuation? Lets look.

Tradition usually requires us to place a comma after adverb clauses and adverb sentences which begin a sentence.

#1 In other words we are in trouble#

#2 When he arrived he found that his friend didn't need any help#

There is a pause or a place for the single-bar sign in each of the two sentences above--each pause corresponds to the placement of a comma.

#1 reads like this

In other $^{w}o_{r_{d_{s}}}$ ^{w}e are in trouble#

Naturally, the single bar belongs at

In other words/we are in trouble.

and with the punctuation marks replacing our symbols we have

In other words, we are in trouble.

Try Sentence #2

When he a^{rri}v$_{ed}$ ^{h}e f^{ou}nd that his friend didn't n^{ee}d any ^{he}l$_{p}$ #

PAUSES
DANGER
PAMLICO
RIVER

Miss Everette is a pleasant friendly old lady#

Do you hear the pause in this sentence? The pause occurs in the list--in this case a list of adjectives. This is sometimes called cumulative adjectives.

So we have the sentence

Miss Everette is a pleasant/friendly old lady#

and, finally,

Miss Everette is a pleasant, friendly old lady.

Remember, when punctuating a sentence, listen to yourself saying it. How does it sound? Where do the pauses occur? Commas most often occur where there is a pause.

Now before we finish up, let's briefly examine the end-stop (#). There is not a whole lot that can be said about it. The end-stop (#) occurs when a sentence concludes--when it ends. It is almost as simple as that.

Why almost?

Why al^{mo}s$_{t}$?

Let's look at an example.

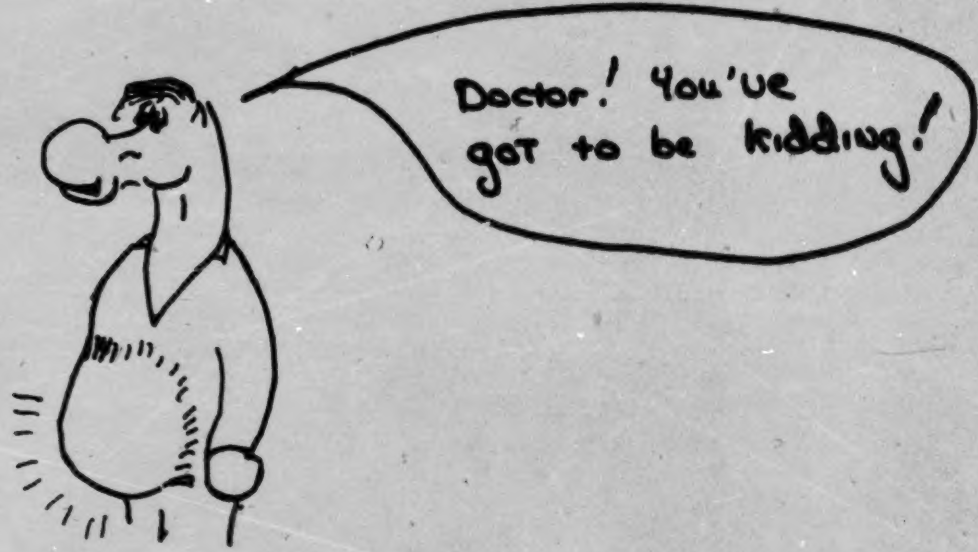
I would like to go with you however I must stay home and work#.

An end-stop obviously belongs at the end. At first glance two pauses or single-bar junctures belong here

I would like to go with you/however/I must stay home and work.

Looking at the sentence, we see that there are two main clauses divided by the word "however." It just so happens that the two pauses separate word "however" from the rest of the sentence. But, are two commas appropriate here? No!

Say the sentence out loud twice. Does one pause seem heavier and longer than the other? It should because it is. This is one of those pregnant pauses.


Doctor! You've got to be kidding!

The first single-bar juncture is the longer of the two pauses. Therefore, it must be distinguished from the shorter pause. So what do we do? Are you ready for this?

I would like to go with you# however/I must stay home and work#

This solution is, perhaps, somewhat severe--like a woman over-reacting to a mouse because the first main clause is still a part of the second main clause--a period should NOT separate them.

So what is it going to come out as in its final form--can you guess?

I would like to go with you; however, I must stay home and work.

The answer to the problem is a semicolon (;).

If you are not clear about the pauses, go through the entire text of this unit and notice where the pauses coincide with the commas. Following this, take the test.

Unit 23 : Sentence Intonation and Punctuation I

Test 1

This page is also the worksheet. You should place your answers on this page.

I. Place single-bar juncture marks (/) at the appropriate pauses and end-stop marks (#) in the appropriate positions.

The new Graham Elliott building really impressed Cecilia She thinks that the structure is a beautiful well-constructed building Cecilia who really knows nothing about such matters displayed her ignorance When the dedication was held she showed the trustees her name in the concrete sidewalk They did not get angry however they were upset She had misspelled her name but they decided not say anything After a while Cecilia took them on a tour of the building She tried to trap one of the trustees in the darkroom however he managed to escape

II. Using marks you made in the paragraph above substitute the standard punctuation marks in the paragraph below.

The new Graham Elliott building really impressed Cecilia She thinks that the structure is a beautiful well-constructed building Cecilia who really knows nothing about such matters displayed her ignorance When the dedication was held she showed the trustees her name in the concrete sidewalk They did not get angry however they were upset She had misspelled her name but they decided not to say anything After a while Cecilia took them on a tour of the building She tried to trap one of the trustees in the darkroom however he managed to escape

Unit 23: Sentence Intonation and Punctuation I

Test 1

Answers

I.

The new Graham Elliott building really impressed Cecilia# She thinks that the structure is a beautiful/well-constructed building# Cecilia/who really knows nothing about such matters/displayed her ignorance# When the dedication was held/she showed the trustees her name in the concrete sidewalk# They did not get angry# however, they were upset# She had misspelled her name/but they decided not to say anything# After a while/Cecilia took them on a tour of the building# She tried to trap one of the trustees in the darkroom# however/he managed to escape#

II.

The new Graham Elliott building really impressed Cecilia. She thinks that the structure is a beautiful, well-constructed building. Cecilia, who really knows nothing about such matters, displayed her ignorance. When the dedication was held, she showed the trustees her name in the concrete sidewalk. They did not get angry; however, they were upset. She had misspelled her name, but they decided not to say anything. After a while, Cecilia took them on a tour of the building. She tried to trap one of the trustees in the darkroom; however, he managed to escape.

Unit 23: Sentence Intonation and Punctuation I

Test 2

This page is also the worksheet. You should
place your answers on this page.

I. Place single-bar juncture marks (/) at the appropriate pauses and end-stop marks (#) in the appropriate positions.

When President Drawnblood arrived at the school the students gave him a party He was very happy that they did this Mr. Mean however was unhappy because they did not give him a party President Drawnblood got up and told some jokes about Mr. Haller Cecilia Harry and Harriet The jokes were very funny however Cecilia did not laugh After eating some of Cecilia's cake President Drawnblood had to be rushed to the hospital

II. Using the marks you made in the paragraph above substitute the standard punctuation marks in the paragraph below.

When President Drawnblood arrived at the school the students gave him a party He was very happy that they did this Mr. Mean however was unhappy because they did not give him a party President Drawnblood got up and told some jokes about Mr. Haller Cecilia Harry and Harriet The jokes were very funny however Cecilia did not laugh After eating some of Cecilia's cake President Drawnblood had to be rushed to the hospital

Unit 23: Sentence Intonation and Punctuation I

Test 2

Answers

I.

When President Drawnblood arrived at the school/the students gave him a party# He was very happy that they did this# Mr. Mean/ however/ was unhappy because they did not give him a party# President Drawnblood got up and told some jokes about Mr. Haller/Cecilia/Harry (/) and Harriet# The jokes were very funny# however/Cecilia did not laugh# After eating some of Cecilia's cake/President Drawnblood had to be rushed to the hospital#

II.

When President Drawnblood arrived at the school, the students gave him a party. He was very happy that they did this. Mr. Mean, however, was unhappy because they did not give him a party. President Drawnblood got up and told some jokes about Mr. Haller, Cecilia, Harry (,) and Harriet. The jokes were very funny; however, Cecilia did not laugh. After eating some of Cecilia's cake, President Drawnblood had to be rushed to the hospital.

Unit 23: Sentence Intonation and Punctuation I

Test 2

This page is also the worksheet. You should place your answers on this page.

I. Place single-bar juncture marks (/) at the appropriate pauses and end-stop marks (#) in the appropriate positions.

When President Drawnblood arrived at the school the students gave him a party He was very happy that they did this Mr. Mean however was unhappy because they did not give him a party President Drawnblood got up and told some jokes about Mr. Haller Cecilia Harry and Harriet The jokes were very funny however Cecilia did not laugh After eating some of Cecilia's cake President Drawnblood had to be rushed to the hospital

II. Using the marks you made in the paragraph above substitute the standard punctuation marks in the paragraph below.

When President Drawnblood arrived at the school the students gave him a party He was very happy that they did this Mr. Mean however was unhappy because they did not give him a party President Drawnblood got up and told some jokes about Mr. Haller Cecilia Harry and Harriet The jokes were very funny however Cecilia did not laugh After eating some of Cecilia's cake President Drawnblood had to be rushed to the hospital

Unit 23: Sentence Intonation and Punctuation I

Test 2

Answers

I.

When President Drawnblood arrived at the school/the students gave him a party# He was very happy that they did this# Mr. Mean/ however/was unhappy because they did not give him a party# President Drawnblood got up and told some jokes about Mr. Haller/Cecilia (/) Harry and Harriet# The jokes were very funny# however/Cecilia did not laugh# After eating some of Cecilia's cake/President Drawnblood had to be rushed to the hospital#

II.

When President Drawnblood arrived at the school, the students gave him a party. He was very happy that they did this. Mr. Mean, however, was unhappy because they did not give him a party. President Drawnblood got up and told some jokes about Mr. Haller, Cecilia, Harry (,) and Harriet. The jokes were very funny; however, Cecilia did not laugh. After eating some of Cecilia's cake, President Drawnblood had to be rushed to the hospital.

GUIDED STUDIES

ENGLISH

UNIT 24

SENTENCE INTONATION AND PUNCTUATION II

Developed by the
Department of Special Services
Beaufort County Technical Institute

Unit 24: Sentence Intonation and Punctuation II

Objective: When the student has completed this unit, he will correctly punctuate a group of sentences using the intonation patterns.

In this unit we will tie up some loose ends of the "sound" of sentences. In Unit 23, we looked at the idea that sentences do have a right and a wrong sound. Despite what the little old grade school grammar teachers told you, sentences can "sound" wrong and can "sound" right.

Why?

You learn to speak English by sound. When you first learned to walk on your rubbery legs, your old man probably said

"Come to dada."

You, in your innocence, probably slobbered a lot and copied your dad's voice sounds and said

"Da-da"

From there your knowledge and use of the language increased the more you heard your parents, relatives, and friends.

So your knowledge is built on mimicking the sounds that others make. This is why people from Boston, the South, Vermont, the Midwest and other places speak and sound funny--they have grown up copying the sounds peculiar to the people in their area.

So when you get into school, the little old grammar teacher gives you a sentence and asks you to tell what's wrong with it. You can't see anything wrong--but your response is

"It sounds wrong."

The teacher's automatic response is to rap your knuckles with a ruler.

Now let's continue our examination of the use of intonation to help us with our punctuation through the use of the pause (/) and the end-stop (#).

Here is a sentence

The game was over the crowd slowly left the field

There is no punctuation. So let's see how pronunciation can help us.

The ^{g}ame was ${}^{o}v_{e_{r}}$ the ^{cr}owd sl-o-wly left the ${}^{fi}e_{l_{d}}$

As you can see, we have two almost identical drops in sound--in other words, the tone of your voice drops.

Thus you have a pause--a rather long pause following the word "Over." In fact, because the pause is so long and the sound of "over" so FINAL you might think that the sentence has ended.

Surprise!

If you thought what I just said was correct, then you are right!

There are three ways of punctuating this sentence:

The game was over# the crowd left the field#

This is what makes punctuation so difficult. Depending on which of the three you use, it may not suit the PERSONAL PREFERENCE of the reader. Thus, you are screwed no matter which way you turn.

Let's look at the forms of punctuating this type of sentence.

We know from Unit 23 we can do this:

#1 The game was over; the crowd left the field.

The most obvious is

#2 The game was over. The crowd left the field.

And the last is

#3 The game was over: The crowd left the field.

The question you should now be asking yourself is "which should I do?" #1 and #2 are the best choices. From there you are on your own and the instructor's dictum.

Sometimes the use of the semicolon can not easily be determined from the intonation structure of a sentence. Here is an example

Cecilia bought apples pears and bananas beef pork fish and chicken and one quart of milk

The end-stop marks (#) appear to come after "bananas" and "chicken"--and, of course, at the end of the sentence. However, to divide the sentence there would make nonsense out of the rest. A semicolon divides two equal sentences. What we have here is a special case. Here are the pauses

> Cecilia bought apples/pears/ and bananas/beef/pork/fish/ and chicken/ and a quart of milk#

The pauses are all about equal; yet, it is punctuated as

> Cecilia bought apples, pears and bananas; beef, pork, fish and chicken; and a quart of milk.

The semicolon is used solely to separate groups of like objects.

Notice also that there is a pause before the 1st and 2nd "and"--yet there is no comma in either place. This is another wierdo rule: IN A LIST AND THE LAST ITEM IS PRECEDED BY AN "AND," THE "AND" SUBSTITUTES FOR A COMMA.

This is probably one of those rules made up by the 16th century printers.

Ok. Let's look at some other uses.

> He went to the store/bought the necessary equipment/and then returned home#

In this case we have a series of actions describing a process. It is correct and proper English to have three verbs and their objects in a series. The first single-bar juncture (/) of necessity becomes a comma. The second one is the problem. Here, according to the rule we quoted above, you can have this one off and have no punctuation. Or--it is possible to put a comma in if you so desire.

How about this one

> Jane is well# John not so well#

The first end-stop MUST be a semicolon because the "is" which is essential to the second clause has been left out--making it a nonsentence. So, finally, we end up with

> Jane is well; John, not so well.

In the example above, "is" was left out because it would have repeated the first clause. In short, it adds variety. But what if we do not have two balanced clauses? Suppose we have a modifier clause--such as an adverb clause.

> The car being useless/they decided to walk#
>
> or
>
> Because the car was useless/they decided to walk#

In this case, you would simply use the comma at the single-bar juncture marks (/).

The car being useless, they decided to walk.

Because the car was useless, they decided to walk.

Remember the thought that if you have

They decided to walk because the car was useless#

you do not have the pause after "walk"--so no punctuation is needed.

They decided to walk because the car was useless.

Ok. let's take the test.

Unit 24: Sentence Intonation and Punctuation II

Test 1

Write your answers on the appropriate answer sheet.

Write "O.K." if the proper marks (/ or #) have been correctly placed in the following sentences. Write "No" if they are not.

1. Cecilia/is a mean ugly old lady#
2. When Cecilia heard that/she got mad#
3. She got up/walked over to Harry/and hit him#
4. Harry being unconscious# he fell down#
5. The class was over# everyone left#
6. Harry was still on the floor where he fell#
7. John the acid head/stayed behind#
8. He thought# Harry was beautiful/
9. When Harry woke up/he gathered rocks/knives/bullets/and guns#
10. Harry is doing fine# Cecilia/not so fine#

Unit 24: Sentence Intonation and Punctuation II

Test 1

Answer Sheet

1. ________
2. ________
3. ________
4. ________
5. ________
6. ________
7. ________
8. ________
9. ________
10. ________

Unit 24: Sentence Intonation and Punctuation II

Test 1

Answers

1. No
2. OK
3. OK
4. No
5. OK
6. OK
7. No
8. No
9. OK
10. OK

Unit 24: Sentence Intonation and Punctuation II

Test 2

Write your answers on the appropriate
answer sheet.

Write "O.K." if the proper marks (/ or #) have been correctly placed in the following sentences. Write "No" if they are not.

1. After a couple of days/Cecilia and Harry made up#
2. Why John/the acid head/thought Harry was beautiful/Cecilia did not know#
3. She told Harry that she thought he was ugly#
4. She said that he was a mean/dirty old man#
5. Harry/slugged her in the eye.
6. Her eye being useless# she stumbled about#
7. She ran into the wall/bounced off President Drawnblood/and tripped over a chair#
8. She being unconscious/the crowd left#
9. She dreamed about roses/violets/and dandelions/cookies/cakes/and sugar plums/and Harry's execution#
10. This was too much for Mr. Drawnblood# the President of Tippette Tech#

Unit 24: Sentence Intonation and Punctuation II

Test 2

Answer Sheet

1. ____________
2. ____________
3. ____________
4. ____________
5. ____________
6. ____________
7. ____________
8. ____________
9. ____________
10. ____________

Unit 24: Sentence Intonation and Punctuation II

Test 2

Answers

1. OK
2. OK
3. OK
4. OK
5. No
6. No
7. OK
8. OK
9. OK
10. No

GUIDED STUDIES

ENGLISH

UNIT 25

THE INFINITIVE

Developed by the
Department of Special Services
Beaufort County Technical Institute

Unit 25: The Infinitive

Objective: When the student has completed this unit, he will identify and define the use of each infinitive in a group of sentences.

Definition: The infinitive is the base form of a verb which is preceded by the preposition "to."

The infinitive at first glance looks like a simple form with which there should be no problems. Don't you wish it were so?

Remember the Simplicity English Grammar Law: "don't make anything simple if you can possibly avoid it."

Unfortunately, the infinitive is the most complicated verb that--without question--we use every single day of our lives. The simple infinitive or the infinitive clause can function as a subject, object, verb and adverb -not to mention many other odd uses. Since it is a verb, it can take a subject tense and an object--not to mention a multitude of adverbs.

What does one of these creatures look like?

Here is the infinitive form of the verbs "sing," "spit," "laugh," "kick."

to sing

to spit

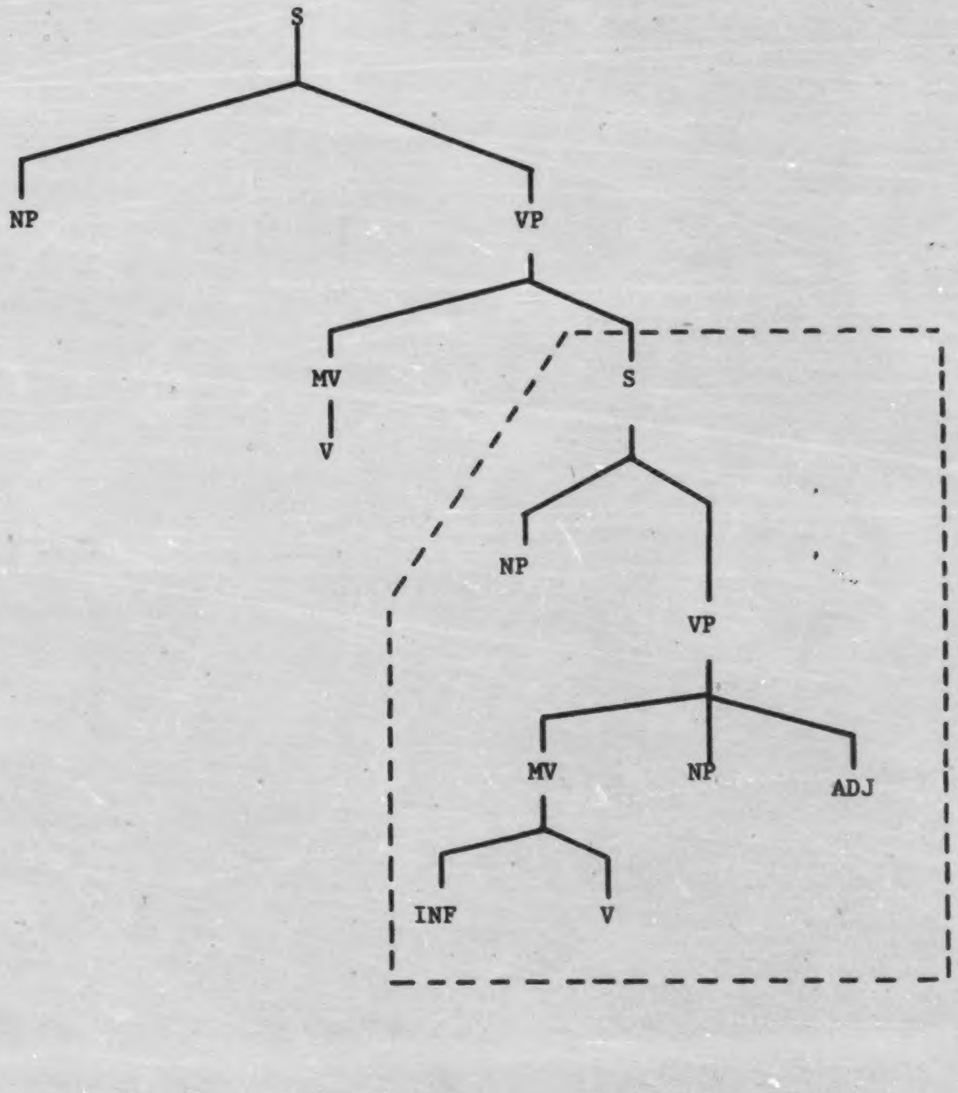
Now, look at this example.

I hit the bully to get my money back.

In this case, "to get my money back" obviously answers the question "why" so it is an adverbial CLAUSE describing the verb "hit." But why a clause--a clause must have a subject and a predicate and you don't see either right? Well, they are there!

The verb of the subordinate clause is the infinitive "to get." The subject of the verb is "the bully." Really screws your mind up, doesn't it?

I hit the bully to get my money back



to laugh

to kick

As you can see, there is nothing complicated about the form. It is simply the verb and the preposition "to." Why isn't this a prepositional phrase? Well, to be honest, it was at one time. Once upon a time long, long ago, the "to" was a preposition and the verb form was a NOUN! Doesn't make much sense. However, nowadays we who speak English tend to recognize the "to" as a SIGN of the infinitive. This is the same as if you had +7 or -7 or ±7. Please do not get the infinitive confused with a prepositional phase beginning with "to."

Now let's look at one in a sentence.

I have to go to the john.

There are two "to"s in the sentence above. Which one is the infinitive?

No, it is not "to the john." This is a prepositional phrase beginning with "to." The "john" is by no stretch of the imagination a verb. It is, of course, a noun. You are given a clue to this by the "the" which precedes "john."

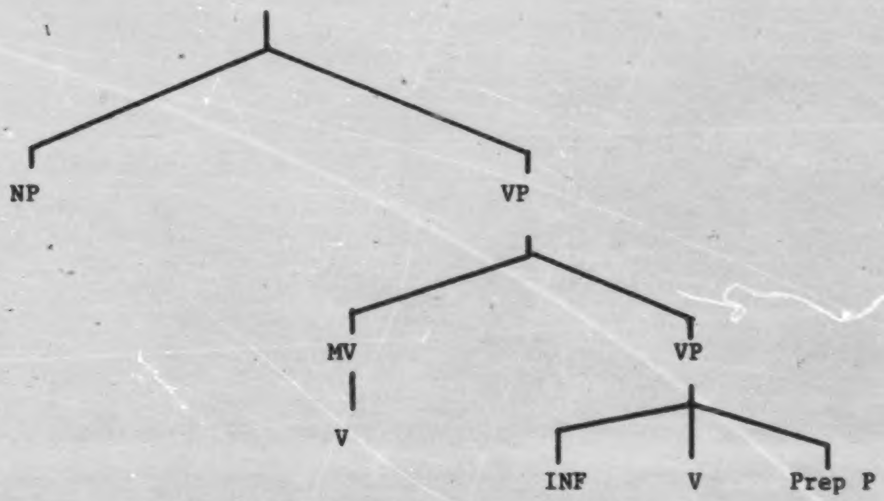
Guess again!

Right! The infinitive is "to go." "Go" is a verb and it is preceded by "to." Here the infinitive is functioning as, what we will call, an objective of the verb "have." However, it is so closely related to the verb that it is a part of it as if we had said

I have gone to the john.

So our branching tree diagram would show

I have to go to the john.



The noun "bully" should go where the second "S" is located. That position in the sentence DEMANDS that a noun be a object. Suppose we changed "bully" into "he"--since it must be an object, we would end up with

I hit him to get my money back.

Notice that "him" is in the form of an object; in other words, it is receiving the action of the verb "hit." You definitely would NOT say

I hit he!

Quite a difference, isn't there? The reason is because pronouns are INFLECTED (don't bother to remember this word because you don't really need it). What I am saying is that the form of the pronoun changes with the way in which it is used. The above example shows this. Here is another one -

He hit him!

O.K. We didn't immediately recognize "bully" as being the object because most NOUNS do not change--generally.

Now back to the SUBJECT at hand. The subject of an infinitive is ALWAYS an object. Most often the subject of an infinitive clause will be an action receiver (direct object) or the object of a preposition. Here are some examples

ACTION RECEIVER: I hit him to get my money back.

OBJECT OF PREPOSITION: He wrote for me to come at once.

Can you spot the subject of each infinitive clause?

Now since the infinitive clause has a verb (the infinitive itself) and a subject (the object of the main clause), the infinitive clause can also have adverbs and objects--Action Receivers (Direct objects) or Target Objects (Indirect Objects).

I hit the bully to get my money back quickly.

In this example we have already identified the subject and the verb of the infinitive clause. "Money" is the direct object of the infinitive verb "to get." "Back quickly" are both adverbs describing the infinitive verb "to get."

Let me add a word or two about the use of adverbs with infinitives. For decades English teachers have frothed at the mouth over the use of the Split Infinitive.

You used a split infinitive!

Here is an example of the split infinitive:

He failed to fully understand the notice.

As you can see, the adverb "fully" is placed between the "to" and the "understand" of the infinitive "to understand." The infinitive is thus "split." But what other alternatives do we have to position "fully?"

(1) He failed fully to understand the notice.

In this case, the changed position changes the meaning of the sentence.

(2) He failed to understand fully the notice.

This is acceptable, but the sentence reads awkwardly and is somewhat cumbersome.

(3) He failed to understand the notice fully.

This is also acceptable except that the adverb is isolated FAR away from the verb that it describes.

So what are we left with? We are left with an UNNATURAL sentence structure. Infinitives have been split since the English language came into being. As we noted earlier, the "to" is simply an artificial structure anyway. Also, it is a natural function of the language, the brain, and the tongue to place an adverb ending in "ly" close to and immediately before the verb it describes.

But to the purists of the English language who think the language should not change view the split infinitive as if it were a split word.

under-fully-stand

This is, of course, ridiculous.

Nonetheless, people do what is natural. George Hempl writing in Modern Language Notes splits on infinitive. Winston Churchill has split infinitives as have Ruskin, Matthew Arnold, Walter Pater, Robert Browning, Oliver W. Holmes, and the godfather of English literature Geoffry Chaucer.

However, the English teachers say that You should not use the split infinitive. So let's compromise, do not use the split infinitive in formal English and with your English teacher. Feel free to freely do your thing any other time.

Let's move on and finish up this unit.

The infinitive has many uses. Here are a few.

Noun:

To see is a necessity of life. (Subject)

He needed to have hurried. (Direct Object)

Adjective:

The sights to be seen are wonderous. (Describes "sights")

Cneck the references for more examples.

References:

Unit 25: The Infinitive

Test 1

Write your answers on the appropriate
answer sheet.

In the following sentences, identify the only infinitives.

1. Cecilia decided to take Mrs. Whitaker's reading program.
2. She did this to read faster and to be able to fully understand her textbooks.
3. Cecilia was sent to Mrs. Whitaker to get some help.
4. She found it difficult just to read her comic books.
5. She like to look at the pictures.
6. Cecilia expected to quickly improve her reading.
7. To read well takes practice.
8. Cecilia wanted to practice.
9. Mrs. Whitaker told her not to do this.
10. Instead, she gathered some materials to give to Cecilia.
11. Cecilia wanted to go to her house to do her reading.
12. She got angry when she was not allowed to take the material home.

There are two split infinitives in the sentences above. If you can correctly identify then, you can receive a 100% on this test.

Unit 25: The Infinitive

Test 1

Answer Sheet

1. ____________________

2. ____________________, ____________________, ________________

3. ____________________

4. ____________________

5. ____________________

6. ____________________

7. ____________________

8. ____________________

9. ____________________

10. ____________________

11. ____________________, ____________________

12. ____________________

Split infinitives

1.

2.

Unit 25: The Infinitive

Test 1

Answers

1. to take
2. to read, to be able, to understand
3. to get
4. to read
5. to look
6. to improve
7. To read
8. to practice
9. to do
10. to give
11. to go, to do
12. to take

Split Infinitives: If these are correct, give student a 100.

1. to full understand (#2)
2. to quickly improve (#6)

Unit 25: The Infinitive

Test 2

Write your answers on the appropriate answer sheet.

In the following sentences, identify each infinitive.

1. Cecilia used to go to sleep in class.
2. Her instructors would have to throw chalk at her to wake her up.
3. To sleep in class was her favorite pastime.
4. She often went to her house to lay down.
5. She would have to quickly rush back to school.
6. The teachers would not try to put her to sleep.
7. It was just easy to bore Cecilia.
8. They would send her to see President Drawnblood.
9. He tried to always keep her awake.
10. Everyone just decided not to bother her.
11. It was really a sight to see her asleep.
12. Before all this she used to fall down a lot.

There are two split infinitives above, if you can identify them you will receive 100% on this test.

Unit 25: The Infinitive

Test 2

Answer Sheet

1. ____________________, ____________________
2. ____________________, ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________, ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________
11. ____________________
12. ____________________

Split Infinitives

1.

2.

Unit 25: The Infinitive

Test 2

Answers

1. to go, to sleep
2. to throw, to wake
3. to sleep
4. to lay
5. to rush
6. to put, to sleep
7. to bore
8. to see
9. to keep
10. to bother
11. to see
12. to fall

Split Infinitives

1. to quickly rush (#5)
2. to always keep (#9)

GUIDED STUDIES

ENGLISH

UNIT 26

THE PARTICIPLE AND GERUND
THE THINGS THAT END IN - "ING"

Developed by the
Department of Special Services
Beaufort County Technical Institute

Unit 26: The Participle and Gerund
The Things That End In - "ING"

Objective: When the student has completed this unit, he will identify the gerunds and participles and describe the way in which they are used in a group of sentences.

Definition: The participle is a form of the verb used as an adjective.

Definition: The gerund is a form of the verb used as a noun.

Participles and gerunds used to scare me when I was a student in high school because I never knew what form to look for--much less tell the difference between them.

The participles we are going to look at in this unit are the freaks of the English language. Think about it. Does it make much sense that a verb can be an adjective or adverb or a noun? Of course not, either a verb is a verb or an adjective is an adjective. But then, let us not forget the Simplicity English Grammar Law: "don't make anything simple if you can possibly avoid it."

OK.--Enough of this; let's take a look and see what a gerund and a participle look like. Here is the present tense form of the participles and gerunds of the verbs "sell," "read," "write," and "work."

selling	selling
reading	reading
writing	writing
working	working

THEY ARE THE SAME

Which is which? Look at them closely. Do you think that it really matters if they are labelled? Of course not! The present tense of the gerund and the participle are the SAME. The past tense is a different matter.

Participle	Gerund
having/sold	—
having/read	—
having/written	—
having/worked	—

This is the most common form that you will find the participle. Notice that the -ing has been moved to a helping verb and the verb itself is in the past tense. More specifically this is called the ACTIVE VOICE--But don't worry about that. You will notice that there are NO examples for the past tense of the gerund. The Gerund is rare enough as it is, and the past tense of the gerund is nearly non-existent.

So, if a participle is used in the present tense in a sentence, how are you going to be able to determine whether it is a participle or a gerund. In this instance, you have to depend solely on the FUNCTION of the word in the sentence. To do this, you must know the difference between an adjective, adverb and noun. You also should be able to spot the verb of the sentence also so that you will not confuse participles and gerunds with the verb of the sentence.

If you are unclear about these particular subjects, I urge you to briefly go back and review these units.

Here is an example of a participle:

The working man earns money.

First off, we know that a participle is a verb functioning as another part of speech. So what we need to do is find out which words APPEAR to be verbs.

We have two: "working" and "earns." Which of these two is the participle. REMEMBER: most participles end in -ing.

Yes, "working" here is the participle. Since it is always an adjective, the participle "working" here DESCRIBES ___________.

"Man" is a noun, thus, "working" describes what kind of man--right?

Another example:

I ran across the plowed field.

Here our example is somewhat different. There are no words ending in -ing. Therefore, since we know a participle is in the sentence, it must be in the past tense. Well, both verb forms are in the past tense, but which of the verbs describes a noun and which represents the action of the sentence? After answering these questions, we realize that the participle is "plowed" because it describes the noun "field."

Another example:

Walking down the street, I tripped over a drunk.

Here we have a string of words functioning as a participial phrase. On first glance you might confuse the participial phrase "walking down the street" for an adverb. Indeed, it does appear to be an adverb. The only problem is that it does not describe a verb. It describes "I." We can test this with our sentence positions. Approximate adverb and adjective positions are marked below.

[adverb		[adverb]		[adverb]		[abverb]
adjective]	I	adjective]	tripped		over a drunk	

As you can see, the adverb can fit into four slots, the adjective only two.

Let's use the adverb "suddenly" as sample to test the adverb slots.

Suddenly I tripped over a drunk.

I suddenly tripped over a drunk.

I tripped suddenly over a drunk.

I tripped over a drunk suddenly.

Now let's try our participle.

Walking down the street, I tripped over a drunk.

I, walking down the street, tripped over a drunk.

I tripped walking down the street over a drunk.

I tripped over a drunk walking down the street.

The first two are acceptable. The third is definitely bad news. But what about the fourth? Why is it unacceptable? Who is walking down the street? The fourth sentence makes it sound as if the drunk were walking down the street when we know that the "I" is the one doing the walking. So, only two positions work--ergo, it must be an adjective describing "I."

The position test we have just looked at is a good test to see whether a phrase or a clause is adverbial. Of course, if it is a participial phrase, then it CANNOT be adverbial. It must be ____________________.

Another example:

The wounded and dying were carried from the battlefield.

"Were carried" is obviously the verb of the sentence; therefore, our participles must be "wounded" and "dying." But something is missing isn't it. If these two words are participles, then what do they describe?

We have here one of the many strange quirks of the English language. Participles ARE verbs which are used as adjectives. Well, this is the ONE rare instance in which verbs are used as adjectives that are used as nouns. "The wounded and dying" are used as the subject of the sentence. However, they do not lose their character as ADJECTIVES. Because of this, the noun-subject that these participles describe is UNDERSTOOD as in this

The wounded and dying $\begin{bmatrix}\text{soldiers}\\ \text{men}\\ \text{people}\end{bmatrix}$ were carried from the battlefield.

Thus, "wounded and dying" still remain as adjectives. Remember these, you'll undoubtedly see them again.

Another example

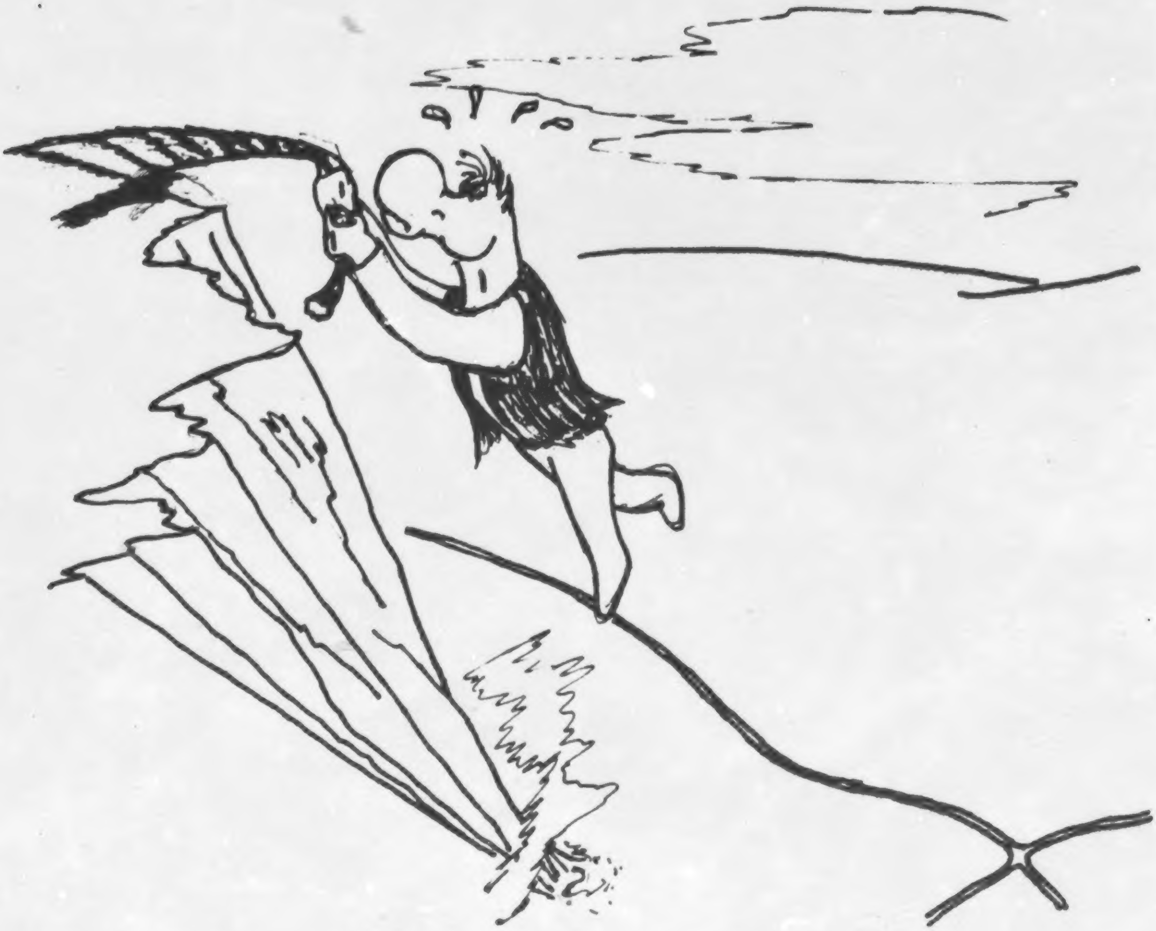
> Holding the rope in the left hand, you make two loops with the right hand.

The participle is obviously "holding the rope in the left hand." In this example we can observe a few odd things about the participle. The participle is a verb used as an adjective. Because it is still a verb, the participle can have direct objects and adverbs. We have both in the example above.

Direct Object (Action Receiver): "the rope"--tells what is being held. It, therefore, is the receiver of the "holding" action.

Adverb: "in the left hand"--a prepositional phrase describing where the "holding" is taking place. By far, the larger majority of participles will have objects and adverbs; so, be very careful that you are able to identify them.

One other strange item and we will leave the participle. This is the dangling participle.



What is a dangling participle--it is something that throws grammar teachers into fits as badly as the split infinitive. Here are two examples:

#1 Walking down the street, a streetcar jumped its tracks.

#2 Holding the rope in your left hand, two loops are made.

#1 is so ridiculous that it is funny, but it is a mistake that is often made. Obviously, the streetcar was not walking down the street. The subject which the participle describes has been left off leaving the participle dangling.

#2 is not quite so funny but still stupid. Compare this with the similar sentence earlier. "You," the subject has been left off. Since the participle had described the subject, it was left dangling.

Be extremely careful that you understand the principle of the dangling participle. Know how to recognize one and, most especially, how to CORRECT ONE.

Now into the Gerund.

The gerund, as we said before, is a verb used as a noun. Let's look at some examples.

Writing is easy for him.

Remember, the gerund like the participle ends in -ing is ________. Since "writing" is used as the subject of the sentence and since it is a verb, it is operating as a NOUN and is thus a gerund. It should be carefully distinguished from

Written assignments are easy for him.

"Written" is obviously a participle since it is describing the type of assignment and is, therefore, an adjective.

Another example.

After walking down the street, I tripped over a drunk.

Here we have changed a sentence that we looked at earlier--find it and look at the change. In this example, we have added the PREPOSITION "After." The preposition must have an object. In this case, the object of the preposition is "walking." To be an object of a preposition a word MUST be a noun. Thus, "walking" is a Gerund.

Notice also that like the participle, the gerund can have objects and adverbs.

A final example.

His terrible preaching turns me off.

"Preaching" is the gerund. Notice that is has an adjective and a possessive pronoun describing it. The gerund can function in all the same ways that a noun can--this includes having adjectives to describe it.

Check the references and take the test.

References:

Singer Filmstrip: Basic English Usage #A133-6 ("using Verbals")

The New Building Better English #II, p. 295.

Unit 26: The Participle and Gerund

Test 1

Write your answers on the
appropriate answer sheet.

Identify the participles and gerunds in the following sentences. State whether it is a participle or a gerund.

1. That daring Cecilia will do anything.
2. Her latest activity is streaking.
3. Cecilia, running down the hallway, was naked.
4. A naked Cecilia is a disgusting sight.
5. Her unshaved armpits do not make the viewing easy.
6. Streaking through downtown, the people run away from her.
7. Having found that everyone ignored her, Cecilia cried.
8. After being in town, Cecilia came back to bored Tippette Tech to streak.
9. The screaming students stopped working.
10. The wildly frothing President Drawnblood ordered the dying removed.
11. The surviving students sent Cecilia on a permanent streak.

There is one dangling participle above. If you can find it and correct it, you will pass this test.

Unit 26: The Participle and Gerund

Test 1

Answer Sheet

1. ______________, ______________
2. ______________, ______________
3. ______________, ______________
4. ______________, ______________
5. ______________, ______________; ______________, ______________
6. ______________, ______________
7. ______________, ______________
8. ______________, ______________; ______________, ______________
9. ______________, ______________; ______________, ______________
10. ______________, ______________; ______________, ______________
11. ______________, ______________

Dangling participle

____

Correction ______________________________

____

Unit 26: The Participle and Gerund

Test 1

Answers

1. daring, participle
2. streaking, gerund
3. running, participle
4. disgusting, participle (naked is strictly an adjective)
5. unshaved, participle; viewing, gerund
6. streaking, participle
7. Having found, participle
8. being, gerund; bored, participle
9. screaming, participle; working, gerund
10. frothing, participle; dying, participle
11. surviving, participle

Dangling Participle

#6 streaking through downtown

Streaking through downtown, Cecilia makes the people run away from her.

Each answer is 3 points each. 86 needed to pass. If the dangling participle answer is correct, the student passes the whole test.

Unit 26: The Participle and Gerund

Test 2

Write your answers on the
appropriate answer sheet.

Identify the participles and gerunds in the following sentences. Indicate whether each is a participle or a gerund.

1. A tired Cecilia was fed up with working.
2. She wanted a job that left her rested.
3. Checking the stores, she found an opening as a mattress tester.
4. Writing out the written application was not easy.
5. She told the manager that she liked sleeping.
6. He, being a perceptive man, believed her.
7. Reporting to work on the first day, the mattresses were very soft.
8. Sleeping through work was the best job she had had.
9. She soon found that this was a boring job.
10. Eating was not permitted on the newly made mattresses.
11. Disgusted with the rule, Cecilia went on strike.

There is a dangling participle in one of the sentences above. Identify it and correct it, and you will pass the test.

Unit 26: The Participle and Gerund

Test 2

Answer Sheet

1. ________________, ________________; ________________, ________________
2. ________________, ________________
3. ________________, ________________; ________________, ________________
4. ________________, ________________; ________________, ________________
5. ________________, ________________
6. ________________, ________________
7. ________________, ________________
8. ________________, ________________
9. ________________, ________________
10. ________________, ________________; ________________, ________________
11. ________________, ________________

Dangling Participle: ______________________________

Corrected Sentence: ____

____

Unit 26: The Participle and Gerund

Test 2

Answers

1. tired, participle; working, gerund
2. rested, gerund
3. Checking, participle; opening, gerund
4. Writing, gerund; written, participle
5. sleeping, gerund
6. being, participle
7. reporting, participle
8. sleeping, gerund
9. boring, participle
10. Eating, gerund; made, participle
11. Disgusted, participle

Dangling Participle

#7 Reporting to work on the first day

found
Correction: Reporting to work on the first day, Cecilia thought that
saw
the mattresses were very soft.

3 points/answer. If all of dangling participle section is correct, the student passes test.

Minimum passing is 86.

GUIDED STUDIES

ENGLISH

UNIT 27

SENTENCE EXPANSION DESCRIBER PATTERNS

Developed by the
Department of Special Services
Beaufort County Technical Institute

Unit 27: Sentence Expansion
Describer Patterns

Objective: Upon completion of this unit, the student will identify the basic patterns used to describe nouns.

As we have seen in earlier units (17, 20, 21,22). there are six basic sentence patterns. They are

N - V
N - V - N
N - V - N - N
N - V - N - ADJ
N - LV - ADJ
N - LV - N

The N-V pattern is by far the simpliest and the most basic. It consists only of a ______________ and a ______________. The remaining fice provide only a simple variation on the first. Despite this simple variation, the basic patterns are fixed. But it is this fixed order in the English sentence that stabilizes the force of its communication and enables the writer to expand the sentence for clarity and cariety in the expression of ideas.

What is sentence expansion?

When we expand something, we begin with an object which has a fixed form at rest.

Expansion is the stretching or extending of the same object either through the addition of content or the supplies force on two sides in opposite directions.

With noun headwords there is a fixed order of describers. Here is a breakdown of the order.

Pattern No. 1

$$\text{Participle Phrase + Article + Number + }\begin{bmatrix}\text{Participle}\\ \text{Possessive Noun and/or}\\ \text{Intensifier}\end{bmatrix}\text{ + Adjective +}$$

$$\text{Noun Describer + }\underline{\underline{\text{Headword}}}\text{ + }\begin{bmatrix}\text{Adjective Clause}\\ \text{Prepositional Phrase}\\ \text{Infinitive Phrase}\end{bmatrix}$$

We can assume that this breakdown that we have above is for a noun at the beginning of the sentence. More important, the breakdown is for a headword whose describers come BEFORE the headword itself.

We do have a describer pattern for adjective describers that come AFTER the headword. Here it is..

Pattern No. 2

$$\underline{\underline{\text{Headword}}}\text{ + Prepositional Phrase + Participle Phrase + Adjective Clause}$$

As you can see, this pattern is much simplier than the first. In the same manner it is much more rigid than Pattern No. 1.

Before we give some examples of these patterns, let's be sure that we understand the terms we have used in the breakdown.

Participle Phrase: See Unit 26

Article: Ofter called a DETERMINER, the article is a word which determines a particular object or group of objects. Examples include "a", "an", "the".

Number: A describer indicating a particular number within a group as "ten","fifteen", "seventeen", or "two".

Possessive Noun: A noun showing possession as in "the girl's hair", "the airplane's passengers".

Intersifier: This is a new term for you. An intensifier literally intensifys an adjective by adding greater power to the adjective. Since the intensifier describes the adjective, it is always an adverb. Examples are "very" and "really".

Adjective: See Unit 4.

Noun Describer: This is a noun used as an ADJECTIVE to describe a noun. These are most frequently identified with objects which have double names - examples are "steel beam" and "insurance salesman."

Objective Clause: See Unit 18

Prepositional Phrase: See Units 7 & 18

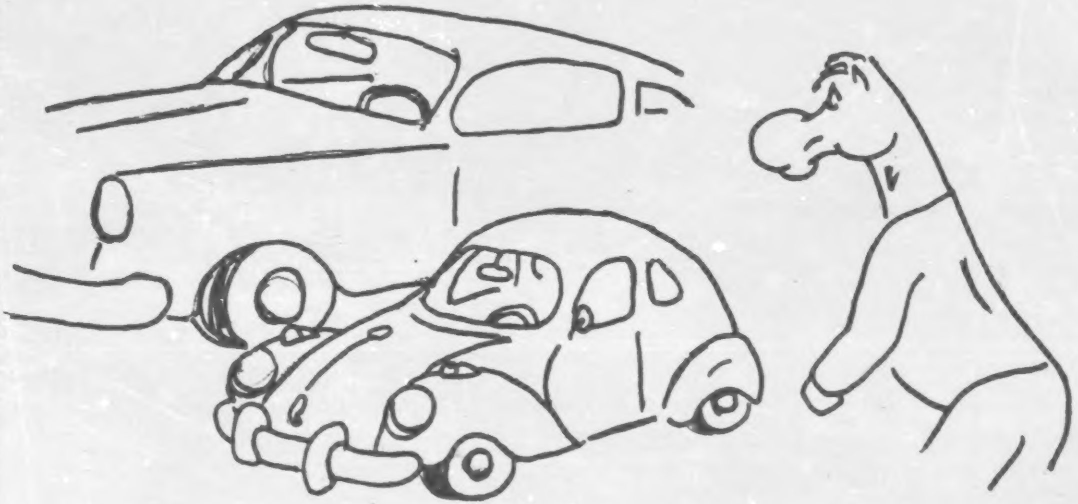
Infinitive Phrase: See Unit 25

O.K. let's look at some examples.

Pattern No. 1

Hoping for more money, the three very best insurance saleman in the compnay battled for promotions.

Just as we find when we fo to buy a new car we can get many different options in the car: air-conditioner, radio, tape deck, white side wall tires, or four speed transmission.



Let's look at the option we can have with Pattern No. 1.

Hoping for more money, the company's best insurance salesman to be promoted battled for positions.

[Participiple Phrase + Article + Possessive Noun + Adjective + Noun

Describer + Headword + Infinitive]

Be sure to notice that the NUMBER position has not been filled. The use of the Possessive Noun with a number is structurally impossible in English. But what about this:

Fifteen of the company's very best insurance saleman.

This is not Pattern No. 1 !!! It is Pattern No. 2. "Fifteen" is the subject or HEADWORD. Look back at the breakdown for Pattern No. 2 Her is what we have above

Headword + Prepositional Phrase.

Since No describers preceded "Fifteen", it can ONLY be Pattern No. 2.

Now,, I'm really going to screw you mind up. Look at the describer pattern of the prepositional phrase! It uses Pattern No. 1.

$$\underbrace{\text{Fifteen}}_{\text{Headword}} + \underbrace{\text{of the company's very best insurance salemen}}_{\text{prep + Possessive Noun + Intensifier + Adjective + Noun Describer + Headword}}$$

So we have a pattern within a pattern.

Subject

$\boxed{\text{Pattern No. 2 } \boxed{\text{Pattern No. 1}}}$

This is generally the orders of the use of Noun describer patterns.

We have not looked at a pattern with an objective clause in it. Let's do so now.

The fifteen insurance salesman who are seeking jobs.....

The objective clause can only FOLLOW the headword. Notice we have not filled all the positions open to us——only a few.

The potential for variety in this one group of words about the insurance salemen is enormous.

> If we use only the objectives that we have used in the examples, over FIFTY (50) different sentences can constructed.

So there is no reason for you to ever write another dull sentence again.

Now let's look at Verb Describer Patterns.

The positions of the Verb Describer are not as fixed as with the Noun Describers — there are smaller number of verb describers also. They are

Adverb
Adverb Clauses
Prepositions Phrase

This list is arranged according to what degree their positions are fixed in a sentence. The adverb can occupy one of severed positions; the adverb clause, fewer; the Preposition Phrase is nearly always fixed.

Here is the breakdown of the pattern.

$$\left\{\begin{matrix}\text{Adverb}\\ \text{Adverb Clause}\\ \text{Prepositional Phrase}\end{matrix}\right\} + N + \left\{\begin{matrix}\text{Adverb}\\ \text{Adverb Clause}\end{matrix}\right\} + V + \left\{\text{Adverb}\right\} +$$

$$N + \left\{\begin{matrix}\text{Adverb}\\ \text{Adverb Clause}\\ \text{Preopositional Phrase}\end{matrix}\right\}$$

The different possibilities of variation for each of the positions are limited somewhat by the rarity of finding all three in one position. For example, in the first position at the beginning of the sentence, you will rarely find both an adverb, adverb clause and a prepositional phrase all of which are independent of one another.

Remember these parts must describe the verb in the main part of the sentence.

What sort of patterns does this generate?

Let's see:

The rains will come again in the morning when the wind blows.

The rains will come in the morning again when the wind blows.

Again the rains will come in the morning when the wind blows.

Again in the morning, the rains will come when the wind blows.

Again when the wind blows, the rains will come in the morning.

When the wind blows, the rains will come in the morning again.

Notice carefully the slight but VERY IMPORTANT CHANGES IN THE MEANING OF EACH SENTENCE (in this case, the time element as to when the rains will actually come in each sentence).

Follow the movement of the prepositional phrase "in the morning". Notice that it does not - cannot- follow the adverb clause "when the wind blows." If the prepositional phrase followed the clause as in

When the wind blows in the morning,

then the prepositional phrase would describe "blows" instead of "comes." It would then become a part of the adverbial clause pattern and not be an INDEPENDENT part of the main clause pattern. If you haven't got a hold on this idea, ask an instructor of English about it or reread Units 6, 18 and 19.

O.K. Let's take a test!!!!

(The information and examples used in this unit are based on David A. Conlin's A Modern Approach to Teaching English (New York: American Book Co., 1968), pp. 139 - 141.)

Unit 27: Sentence Expansion
Describer Pattern
Test 1

WRITE YOUR ANSWERS ON THIS PAGE.

Write out ONLY the ADJECTIVE PATTERNS in each of the following sentences. You may refer to the unit for help.

Example: The very best health keeps people alive.

Article + Intensifier + Adjective + Headword

1. Five really beautiful pigeons flew over the house.

____

2. One's best friend at school will always be helpful.

____

3. The racing cars crashed into each other.

____

4. The beautiful birds with read feathers flying overhead are parrots.

____

5. Racing home, the really ugly school children were crying.

____

Unit 27: Sentence Expansion
Describer Pattern

Test 1

Answers

1. Number + Intensifier + Adjective + Headword
2. Possessive + Adjective + Headword + Prepositional Phase
3. Article + Participle + Headword
4. Article + Adjective + Headword + Prepositional Phrase + Participle Phrase
5. Participle Phrase + Article + Intensifier + Adjective + Noun Describer + Headword

4.25 points/wrong part.

Unit 27: Sentence Expansion
Describer Pattern
Test 2

WRITE YOUR ANSWERS ON THIS SHEET

Write out ONLY the ADJECTIVE PATTERNS in the following sentences. You may refer to the unit text for help.

Example: Jumping over the log, the laughing school children ran home.

Participle Phrase + article + Participle + Noun Describer + Headword

1. Children in our country who are happy always laugh.

____

2. Working twelve hours every day, the very serious Tippette student will eventually succeed.

____

3. Cecilia kicked Mr. Drawnblood in the shins causing him to cry.

____

4. The very old church hymnals lay in the pews to be forgotten.

____

5. Cecilia liked Harry's winning streak at poker.

____

Unit 27: Sentence Expansion
Describer Pattern

Test 2

Answers

1. Headword + Prepositional Phrase + Adjective Clause
2. Participle Phrase + Article + Intensifier + Adjective + Noun Describer + Headword
3. Headword + Prepositional Phrase + Participle Phrase
4. Article + Intensifier + Adjective + Noun Describer + Headword

   Article + Headword + Infinitive Phrase
5. Possessive + Participle + Headword + Prepositional Phrase

4 points/ wrong part

GUIDED STUDIES

ENGLISH

UNIT 28

WORD ORDER

Developed by the
Department of Special Services
Beaufort County Technical Institute

Unit 28: Word Order

Objective: Upon completion of this unit, the student will reorganize disorganized sentences into a proper order that will give meaning to each of the sentences.

Continuing our discussion of sentence expansion, we come to a point at which we must step back and take a long look at the English language.

ENGLISH
LANGUAGE

English is what specialists call an ANALYTIC language (you don't have to remember this). Most of the other languages of the world are called SYNTHETHIC languages. What are we talking about? Language is a vocal means that men and women use to convey meanings, feelings, and ideas. The difference is in how they do it. In synthetic languages, the meaning of a group of words is determined by the ending of the words. Here is an example of the Russian language:

Я люблю вас (Ya lyublyu vac)

Ты любли вас (Ti lyubli vac)

Он люблит вас (On lyublit vac)

This translates as

I love you

You love you

He loves you

The underlined endings indicate who is speaking -- whether it is (I, you, or he). Because of the endings, a Russian can say

я вас люблю
вас я люблю
вас люблю
люблю вас

Notice that the words can be put into any order. What happens when we jumble up English the same way?

I you love

You I love

You love
or
love you.

It is as if the world were turned upside down. All of our examples in the jumbled English are in the first person or as if you were actually saying them to your loved one!

English obviously does not have the endings which determines meaning in other languages. In those languages the endings permit ANY word order and any amount of jumbling of words. The concept of the speaker is still clear because the last two or three letters of the verb tell who the speaker is --- the same is true with adjectives: they have the same ending as the nouns they describe. Also, you can tell who or what is the direct object and the indirect object simply by looking at the endings. This setup sounds pretty easy compared to the problems you have had in the past trying to find the parts of speech in a sentence. It is easy ----once you have memorized all the many endings and variations of the endings.

English still retains a few word endings. For example, -ed on a verb means past tense, he becomes him for a direct object, -s is added for the plural or to show possession, and there are a few others for changes in verbs. For the most part, English relies heavily on fixed positions in the sentence. In other words, you can expect to find certain kinds of words and certain parts of speech in certain places in the sentence in order for a meaning to be conveyed. Changing the word order results in either a CHANGE OF MEANING or a group of words without a meaning. We encountered a loss of meaning in rearranging the words "I love you". After all, this sentence means nothing:

Love you I.

How is meaning changed in English? Look at this

Cecilia kicked Harry in the shins.

Harry kicked Cecilia in the shins.

We have rearranged Cecilia and Harry so that Harry is kicking one time and Cecilia the other; Harry is receiving the action in one sentence and Cecilia is receiving the action in the other. This is a change of meaning. Another change and we have nothing:

The Cecilia in kicked Harry shins.

You tell me what it means. I can't figure it out! Let's look at another example.

Cecilia called Harry stupid.

Cecilia called stupid Harry.

The change of meaning is obvious. In the first, it's merely an opinion of Cecilia's that Harry is stupid. In the second sentence, Harry's stupidity is an accepted fact.

Other examples include

Coming out of the library, Father met the teacher.
Father met the teacher coming out of the library.

The dogs are going to the Jacksons.
The Jacksons are going to the dogs.

In the last couple of units, we have seen how various parts of speech have functioned as other parts of speech. The placement of the part of speech, such as the verb, will change its function, its specific designation as a part of speech and, of course, its meaning. Let's briefly review these and add some new ones.

Noun Functions:

Subject:	The bomb exploded.
Object:	The boy carried the bags.
Adjective:	My country cousin is here.
Adverb:	He will arrive Sunday.

Verb Functions:

Verb:	The girls are smiling.
Noun:	Walking is good exercise.
Object:	He wants to play cards.
Adjective:	Barking dogs never bite.
Adverb:	The boys came running.

Adjective Functions:

Noun:	The good often die young.
Object:	He thinks only of the evil in men.
Verb:	Johnny has bettered himself.
Adjective:	He drank straight whiskey.
Adverb:	He drank whiskey straight.

Adverb Functions:

Adverb:	The horses ran swiftly.
Adjective Describer:	The locally popular Mr. Anaheim was elected.
Adverb Describer:	The wagon moved slowly ahead.
Participle Describer:	The furiously barking dog wanted to be set free.
Adjective:	The man took a backward step.
Noun:	Tomorrow will be Saturday.
Object:	The wedding will be soon.
Verb:	He downed his opponent.

So, as you can see, we can NOT definitely say that one part of speech WILL ALWAYS be that part of speech. By changing the position of a word we can change the part of speech of a word...and the meaning of a sentence.

The grammar that you and I once studied would never have permitted the recognition of what we have just discussed. The grammar teachers who are frothing at the mouth by now would have just given these items above a different name. An example is the trusty participle. We can see that the participle functions as an adjective, but do they call it an adjective? No, of course not!

It would be better, perhaps, if we stated that

> Certain groups of words tend
> to function more often as a particular
> part of speech. Therefore, we may
> identify them for
> naming purposes only
> as that part of speech. They are, however,
> not restricted to any one group where
> meaning
> may require the use of the word or words
> elsewhere.

Remember

MEANING and POSITION are the keywords to unlocking the mystery of English grammar. If you can identify the POSITION, you will know the part of speech and the MEANING.

(Many of the examples found in this unit are from David A. Conlin's A Modern Approach to Teaching English (New York: American Book Co., 1968), pp. 110 - 112.)

Unit 28: Word Order

Test 1

Write your answers on
the appropriate answer sheet.

Unscramble the following sentences so that each word is in the correct position to give meaning to all parts of the sentence. All parts must be in agreement.

1. Kicking enjoys dogs around Cecilia.
2. Does kick she cats around scratch they because.
3. Are nails broken Cecilia's.
4. Other weapons no Cecilia having them avoids.
5. She dogs bite back can teeth with her.

Unit 28: Word Order

Test 1

Answer Sheet

1. ______________________________

____

2. ______________________________

____

3. ______________________________

____

4. ______________________________

____

5. ______________________________

____

Unit 28 : Word Order

Test 1

Answers

1. Cecilia enjoys kicking dogs around.

2. She does not kick cats around because they scratch.
   or
   Because they scratch, she does not kick cats around.

3. Cecilia's nails are broken.
   or
   Are Cecilia's nails broken?

4. Cecilia, having no other weapons, avoids them.
   or
   Having no other weapons, Cecilia avoids them.

5. With her teeth, she can bite the dogs back.
   or
   She can bite the dogs back with her teeth.
   or
   She can with her teeth bite the dogs back.
   or
   Anything else that makes sense!

3points/misplaced word

Unit 28: Word Order

Test 2

Write your answers on the
appropriate answer sheet

Unscramble the following sentences so that each word is in the correct position to give meaning to all parts of the sentence. All parts must be in agreement.

1. Coming club the from saw Harry Cecilia.
2. Harry to stop wanted she.
3. Cecilia saw he when away ran Harry.
4. Chased car in a Cecilia Harry.
5. Not did time in she stop.

Unit 28: Word Order

Test 2

Answer Sheet

1. ______________________________

____

2. ______________________________

____

3. ______________________________

____

4. ______________________________

____

5. ______________________________

____

Unit 28: Word Order

Test 2

Answers

1. Cecilia saw Harry coming from the club.
   or
   Harry saw Cecilia coming from the club.
   or
   Coming from the club, Cecilia saw Harry.

2. She wanted Harry to stop.
   or
   She wanted to stop Harry.

3. When he saw Cecilia, Harry ran away.
   or
   When Harry saw Cecilia, he ran away.
   or
   Harry, when he saw Cecilia, ran away .
   or
   Harry ran away when he saw Cecilia.

4. Cecilia chased Harry in a car.
   or
   Cecilia in a car chased Harry.
   or
   Harry chased Cecilia in a car.

5. She did not stop in time.
   or
   In time she did not stop.
   or
   whatever

3 points/ misplaced word

UNIVERSITY OF CALIF.
LOS ANGELES

DEC 10 [illegible]

CLEARINGHOUSE FOR
JUNIOR COLLEGES